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STUDENTS' PERCEPTION ON DIGITAL MEDIA USED BY ENGLISH LECTURERS IN TEACHING ENGLISH AT ONE OF ENGLISH DEPARTMENT IN RIAU PROVINCE

THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau
in partial fulfillment of the requirement for the degree of
Magister in English Education



BY :

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SRN. 21890120051

**POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU
1443 H./ 2021 M.**



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In the name of Allah, The Gracious and The Merciful

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	'ain	'
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	ء
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance العمة written *al-ammah*

3. Short Vowel

Fathah is written *a*, for instance الشريعة (syari'ah), Kasrah is written *i*, for instance الجبالي (al-Jibali) and *dhommah* is written *u*, for instance زولو ما (zhuluman).



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4. Double Vowel

وا is written *aw*, وا is written *uw*, يا is written *ay*, and يا is written *i*.

5. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verse *h*, for instance الشريعة is written *syari'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance al-maytatu in Arabic: الميتاتو

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, 'Abdullah (عبد الله)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling

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ABSTRACT

This research is qualitative research. This research aimed to know the students' perception in implementation of digital media faced by the lecturers and the students in some universities in Riau Province. This research was conducted by using interview to the students in order to dig the detail information about the implementation of digital media in English language teaching. Based on the results of the study, the digital media that used by the lecturers in teaching and learning process were google classroom, google meet, and Edmodo application. Then, the students showed the positive response in using digital media. Based on the results of interview, the students more interesting using digital media rather than face to face learning. The students did not shy to communicate to the lecturers to ask about the difficulties material. Then, it can increase their motivation in English learning process. Thus, overall, the students gave positive response in English learning process by using digital media.

Keywords : Perception, Digital Media

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ABSTRAK

Penelitian ini merupakan penelitian kualitatif. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa dalam penerapan media digital yang dihadapi dosen dan mahasiswa di beberapa perguruan tinggi di Provinsi Riau. Penelitian ini dilakukan dengan menggunakan wawancara kepada siswa untuk menggali informasi rinci tentang implementasi media digital dalam pengajaran bahasa Inggris. Berdasarkan hasil penelitian, media digital yang digunakan dosen dalam proses belajar mengajar adalah google classroom, google meet, dan aplikasi Edmodo. Kemudian, siswa menunjukkan respon positif dalam menggunakan media digital. Berdasarkan hasil wawancara, siswa lebih tertarik menggunakan media digital daripada pembelajaran tatap muka. Mahasiswa tidak segan-segan berkomunikasi dengan dosen untuk menanyakan materi yang sulit. Kemudian, dapat meningkatkan motivasi mereka dalam proses belajar bahasa Inggris. Dengan demikian, secara keseluruhan siswa memberikan respon positif dalam proses pembelajaran bahasa Inggris dengan menggunakan media digital

Kata Kunci : Persepsi, Media Digital



المخلص

هذا البحث هو بحث نوعي. تهدف هذه الدراسة إلى تحديد تصورات الطلاب في تطبيق الوسائط الرقمية التي يواجهها المحاضرون والطلاب في العديد من الجامعات في مقاطعة Riau. تم إجراء هذا البحث باستخدام المقابلات مع الطلاب للعثور على معلومات مفصلة حول تطبيق الوسائط الرقمية في تدريس اللغة الإنجليزية. بناءً على نتائج البحث ، فإن الوسائط الرقمية التي يستخدمها المحاضرون في عملية التدريس والتعلم هي Google Classroom و Google Meet وتطبيق Edmodo. بعد ذلك ، أظهر الطلاب استجابة إيجابية في استخدام الوسائط الرقمية. النتائج بناءً على المقابلات ، يهتم الطلاب باستخدام الوسائط الرقمية أكثر من التعلم وجهًا لوجه. لا يتردد الطلاب في التواصل مع المحاضرين لطرح المواد الصعبة. بعد ذلك ، يمكن أن يزيد من دافعهم في عملية تعلم اللغة الإنجليزية. وبالتالي ، يعطي الطلاب بشكل عام استجابة إيجابية في عملية تعلم اللغة الإنجليزية باستخدام الوسائط الرقمية

الكلمات المفتاحية: الإدراك ، الوسائط الرقمية

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CHAPTER I INTRODUCTION

1.1. Background of the Problem

Media was referred to as a device that is used to deliver something for other people. In English language teaching, media are referred to as a device for assisting the lecturer deliver materials to the students. Sadiman, et al (2010) as mentioned in Rahmi (2014) said that ELT media is something used to send the message from the sender to receiver.

In the world of education, ELT media is one of the essential components that can be utilized by the lecturer for teaching. Through the use of ELT media the lecturer can deliver the materials easily. Pitriana (2012) said that ELT media is one of the equipment that is used to assist the lecturer easily for delivering materials to the students. There are some advantages of the use of ELT media in the teaching-studying process. In line with Mateer, et al (2014) the use of media aids students' retention of knowledge, motivates interest in the subject matter and illustrates the relevance of many concepts.

Moreover, based on the previous studies, Zaro (2020) said that the use of ELT media in teaching English has given a positive effect on the students and facilitates the lecturer in the studying process. Haynes & Shelton (2018) declare that advances in technology offer lecturer possibilities to encourage student-focused and personalized studying, however many schools are underprepared, missing comprehensive organizational strategies for technology-enhanced studying. But, Majeed & Muslim (2016) recognized that the fact of the use of

technology is still faraway from the dream: the reason is the little information of using technology in teaching and the technology isn't covered in the curriculum.

In addition, ELT media play a key function in the globalization of education as they deliver educational institutions a threat to reach students around the world. This process fosters the established order of an global market in better education. Universities are increasingly providing open education courses to get at those who are not enrolled as ordinary students. those procedures represent new challenges, but also possibilities. Moreover, media allow mobility for students and lecturer and help in linking individuals on an international level, for instance by using social networks. If institutions of better education recognize the media utilization styles in their students, they may be capable of attain them effectively, e.g. by growing custom designed offers to recruit new students or by offering a user-orientated appealing media environment that truly fits the character needs of the students. This survey become aimed to discover in which these potentials are to be found.

Based on the studies statement of the learning process in higher education, more exercise than the studying process in the senior high school. Almost all lecturers and students used technology or digital media in order to make it easy in the teaching and studying process. The lecturers can share something material at the media platform. Then, the students were easy to access and download the material. It means that the studying process can be applied everywhere and every time.

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According to previous studies Ansar et al. (2020), carried out studies about the implementation of digital media in the English studying process. based on the result of this study, the students agreed that the use of media in the studying process. It lead them to have been easy to discuss with their lecturers, post the assignments and the lecturers had been easy to access the students' assignments. So, it means that using ELT media is one of the answers in the studying process.

Based on the preliminary studies, there were some problems faced by the students in studying English. First, the students were difficult to understand the teacher's explanation in the English studying procedure. Second, the students were low motivation in studying English. It means that the students want new improvements in the teaching and studying procedure including the implementation of digital media. Third, the students had been difficulty focusing throughout the teaching and studying process.

Based on the explanation of the problem above, one of the solutions to solve those problems is that the implementation of digital media. The primary gain of virtual media in education is that it may increase student engagement. Further, it enables students work thru difficult ideas with multiple sources. Digital guidance enables show difficult subjects which can be often difficult to understand. While students use digital technology in a course, all of the students in the classroom have the possibility to hone those digital abilties. The primary implication of digital media in education is that it offers lecturers and teachers the possibility to interact in communicate based on mutual appreciate and reciprocity. Secondly,

there is a link among the virtual and the actual based on the fundamental human relationship at the foundation of all teaching and studying.

In line with the explanation above, digital media were used almost all universities, specifically in Riau province. The lecturers and the students applied digital media including google classroom, Edmodo, Moodle, or e-learning in the teaching and studying process. Consequently, the researcher was curious about the students' perception of digital media used by English lecturers considering the fact that how the students view, understand, and eventually apply certain media become definitely important to facilitate their study. Therefore, the researcher conducted the research entitled **"Students' Perception on Digital Media Used by English Lecturers in Teaching English at one of English Department Program in Riau Province"**

1.2. Statement of the Problem

As the demand for English mastery turns rapidly better nowadays, a lecturer, as one of the major inputs in English language teaching and studying performs an important function in maximizing the students' studying achievement. The meaning of achievement here isn't always simply a rich understanding or an amazing grade, however, the most crucial thing is how the students use the knowledge they received and make contributions positively to society. Therefore, the lecturer has a big duty in facilitating the students' studying. Meanwhile, media are implemented to deliver the teaching material in the classroom, as some researchers find that having ELT media is useful for each the teachers and students.

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As for how the students' view, experience, and examine the ELT media are considered as important offers in media implementation, this observes goals to analyze the perceptions of the students' of digital media used by English lecturer at English department at one of the universities in Riau Province on using ELT media in language teaching.

1.3. Limitation Of The Problem

by considering the time, funding, and facilities; the problem of this research became focused on the perception of students at English department faculty on using digital media by English lecturers in teaching English. besides, it needs to discover the cause why such perceptions occur. In acquiring a rich description of what is mentioned above, this research was carried out at one of the English departments in Riau Province.

1.4. Research Question

Relating to the problems said above, the following research questions are formulated to guide the implementation of this study as follows:

1. What are digital media used by English lecturers in teaching English?
2. How are the students' perceptions of digital media utilized by English lecturers in teaching English?

1.5. Purpose and Objective of the Study

The cause of this look is to discover college students' perception of digital media utilized by English lecturers in coaching English. especially, it is going to be executed to satisfy the goals:

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1. To explain digital media used by English lecturers in teaching English.
2. To find out students' understanding, view, and the act of digital media utilized by English lecturers in teaching English.

1.6. Significance of the Study

This study was predicted to offer theoretical and practical advantages. In terms of concept, the result of this research can be beneficial to recognize what the students' perceived of digital media software and the troubles that the students face in the classroom. specifically for English lecturers, it gives an idea for lecturers to develop innovative thoughts and behavior in teaching digital media. The researcher hoped that this research additionally could be a version or example for people who are interested in the students' perception toward digital media used by English lecturers in teaching English. moreover, this research is expected to assist the reader to enhance their knowledge of the significance of choosing the best sources in teaching English to EFL classroom students.

In terms of practical, the result of this research was expected can be useful for the lecturer. This study's result can be used as references or reflection for the lecturer about her capability of the use of digital media in teaching English so that the lecturer can enhance her performance in teaching during the teaching-studying procedure. additionally, lecturers can check the appropriateness of their and their colleagues 'beliefs concerning foreign language teaching and studying based on current studies. further, lecturers can recognize what their students assume from them and increase their effectiveness thru reflection on teaching, which allows you to, in turn, enhance the complicated process of teaching and studying. For the

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students, the result of this research will make the students ' expectations can be met and this, in turn, may definitely have an effect on their interest and motivation. For the student-teacher (Pre-service), the result of these studies can be the background of information in teaching English specifically for English department students who take PPL courses. This research offers a lot of information about digital media used in teaching English. And for the researcher, the result of this research was expected to expand the researcher's understanding of students 'perception toward digital media used by English lecturers in teaching English.

1.7. Definition of Terminologies

1. Digital Media

Inline with Hamidjojo (2003), digital media is each device used by people to propagate data, information, idea, concept, or opinion then something publicized can be acquired properly through someone who needs it. This is why lecturers are recommended to apply media in delivering the material. In this study, digital media imply the studying device that has a function to transfer the material efficiently.

2. Teaching English

Perception is the process of giving that means to the surroundings of the person, the perception additionally consists of knowledge (Jalaludin Rachmat 2001). It means perception can be described as the experience of items, activities, and relationships that be received by concluding data and interpreting the message. Leavitt (1986) offers the definition of perception as a view or

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understanding specifically how someone views or means something. Perception is decided by its relevance to the needs; it means someone may have a positive perception about something if it is suitable to his/her needs. People can feel stimulation or stimulus from within inside and outside his/her own since was born. In the technology of conversation, perception is a cognitive procedure thru sight, hearing, and feeling that is experienced by using everybody in the information of data about the environment (Wade and Travis, 2007). Inline with Robbin (2001), perception is a method through which a person organizes and interprets their sensory influence in order to provide meaning to their data. So, every person will interpret data that has been gotten from outside or surroundings after that they could give meaning to the data.

In Robbin's perceptual procedure, the first step of perception is from something specific in our surroundings that stimulate our sense organs till we display our interest and attention after the registration comes out interpretation followed by action with opinion, and reason. From the explanation above can conclude perception is an individual's perspective toward the stimulus in the environment thru the process of cognition and sixteen effective processes that are motivated by numerous things including previous understanding, needs, moods, education, and other factors that may deliver specific meaning and could have an effect on the behavior and attitudes of people.

In terms of learning, Brown said that teaching is the process of guiding and facilitating studying (2000). Teaching English additionally allows the learners to study and sets the situation for studying. It means that teaching cannot be

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separated from studying. Richards (1985) stated that teaching English is as a result a complicated problem, encompassing socio-cultural linguistic, psycholinguistics, in addition to curricula and instructional dimensions. Regarding foreign language teaching, there are some experts who point out that second or foreign language teaching is any activity on the part of one individual meant to facilitate the studying through another people of a language that is not his local one.

It is safe to mention that teaching, in addition to studying, is something innate in people. Teaching is something that comes naturally for people regardless his/their age and it can take place everywhere and every time. therefore, teaching can not be described apart from studying (Brown, 1994) that is supported by Ayers (1993) as follows: “teaching is a human activity, restricted and made possible by all of the limits and ability that characterizes another human activity. Teaching depends on people-those who select to teach and other individuals who become students, by using choice or not”. In this study, teaching English means the process of guiding and facilitating studying English, it allows the students to analyze and set the situation for studying English.

3. English Lecturers

In foreign language teaching, there is a responsibility for the English lecturer to offer exposure to the language and opportunities for studying thru classroom activities (Cameron, 2001). English lecturers are predicted to be able to offer a great classroom environment for the studying process. The lecturers’ understanding of what studying is will determine his or her knowledge of what

teaching is. The lecturers' understanding of the way students study will decide the lecturers' philosophy of education, teaching style, strategies, techniques, and classroom approach. In other words, the idea of teaching is interpreted in step with the concept of studying. In this research, an English lecturer means the person that is responsible for making sure that students study the right grammar, writing, and reading comprehension. They're responsible for developing lesson plans as a way to educate students on the abilities they need.

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CHAPTER II

LITERATURE REVIEW

2.1 Teaching English in Higher Education

Higher education graduates are expected human resources. In any case, relatively few alumni in Indonesia can communicate in English well. To contend in the worldwide world, English is one of the principle prerequisites. Since the world is worldwide now, the consideration regarding the teaching of English can't be disregarded. It should be truly made due. Presently English is an international language; thusly, it is required by every people who need to be involved or to partake in the worldwide world. Dominating English will be a visa for somebody to enter the worldwide world. Without dominating English, one might get trouble to rival others in the worldwide level. Friedman (2005) as refered to in McKay (2012) contends that skilled human resources is possibly monetarily compensating in the worldwide setting assuming they communicate in English. As an illustration he takes India that has not many regular assets. Its economy is developing since India has instructed its elites in the science, designing, and medication so an excess of English-speaking engineers is found there.

The English teaching in higher education not really set in stone as an obligatory subject. Foreign language is one of necessary subjects for each student including students at higher education to learn. English turns into the decision as a foreign language learnt in many colleges in Indonesia. This is a good decision since up to now English is as yet a worldwide language that is required in worldwide society. Higher education graduates live as individuals from

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worldwide society and thusly are requested to have the option to convey in English.

The strategy made by the government authority comparable to higher education can be found in certain laws. Higher education matters are managed in Law of the Republic of Indonesia No 12 year 2012. Section 1 article 4 expresses the elements of higher education. One of them is that higher education is to foster inventive, responsive, innovative, talented, cutthroat and helpful alumni. Article 5 in that section expresses the objectives of higher education. One of the objectives is creating graduates that ace science and innovation to satisfy the country needs and to build the country seriousness. From those two articles the public authority clearly expressed the significance of expanding country seriousness.

One more government strategy on higher education is guideline made by the public standard office of training on Standard of Content. In view of the norm of content 2010 the curriculum of higher education should contain a few general and aptitude subjects to foster the graduate's skills. Taking general subjects is mandatory for each higher education student. The overall subjects include Religion, Civic instruction, Indonesian language, English, and perceptions or mathematics.

In Indonesia, the situation with English is foreign language. As indicated by Stern (1983) foreign language learning is directed for certain various purposes. It very well may be to travel abroad, to speak with native speakers, to read of an unfamiliar writing, or to read of unfamiliar logical and specialized work. He

further expresses that a conventional guidance is required in foreign language learning because of the absence of exposure in the environment of the students.

Referring to the norm of content for higher education, the objective of teaching foreign language in Indonesian higher education is to prepare the students in working on the capacity to grasp texts written in foreign language for scholarly purposes and explicit mastery as per their discipline. Then, the accentuation of teaching English in higher education is given on reading English scientific texts. This is English for scholarly purposes.

2.2 English Language Teaching (ELT) Media

Media is each device to pass on data or messages starting with one place then into the other place. In teaching learning process additionally use media to make the interaction run successful and effective. This part depicts meaning of teaching media, capacity of teaching media, and sorts of teaching media.

Teaching media can be clarified as media that contains some data or informative messages and can be used in the teaching system. Teaching media is a media that bring messages or data that contain the point or objective of teaching. Learning and teaching a foreign language needs a great deal of tolerance, energy, time, inventiveness and ability. The achievement of the educating and acquiring a foreign language abilities including English is controlled by various elements both linguistic and non-linguistic, for example, the students, the lecturers, the techniques, material and media used.

Language teaching media are important to assist students acquire new ideas of the abilities and language capabilities. There are several kinds of media which

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can be used by the lecturers in teaching learning process, yet the lecturers ought to be selective when he is picking kinds of media.

Generally, teaching media mean all instruments which might be used by lecturers to convey teaching material to students in teaching learning interaction to arrive at specific learning objectives. There are a several experts that expressed with regards to teaching media. According to Bakri (2011) media is plural type of medium, which gets from Latin word *medius* that has signifying "middle". In Bahasa, medium is "between or span". The importance of media pointed toward something that conveys data between message sender and beneficiary.

Teaching media dependent on Arsyad (2009) is a media that bring educational reason for back rubs or data of learning. Media is method for communicating message and data. As indicated by Heinich, et al in Nurrochim (2013) expressed that medium as an arbiter that conveys data among sender and collector. At the point when the media brings educational messages or data that contains learning purposes, it very well may be called as teaching media.

Besides, Gerlach and Ely in Bakri (2011) partition teaching media in wide significance and thin meaning. Media in wide meaning is individuals, material or occasion which can make condition with the goal that student can get new information, ability or attitude. In this meaning lecturer, book, and climate is included for media. While media in restricted meaning is realistic, photograph, picture, specialist and electronic devices that used to communicate, process and furthermore pass on visual and verbal data. Likewise, Briggs in Aniqotunnisa

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(2013) expressed that teaching media is all actual structure that can pass on message and can stimulate students to learn.

As indicated by Arsyad (2009), teaching media has some fundamental standards, those are: Teaching media has actual implying that called by equipment. The equipment is an item that can be seen, heard, and contacted by five detects; teaching media has non-actual meaning then we called it programming that is the back rub which needs to convey for students in equipment; the accentuating of teaching media is in the visual and sound; teaching media is a device to help teaching learning process both inside and outside class; teaching media used to communicate and interface among lecturers and students in teaching learning process; teaching media can be used massively (for instance: radio, TV) large group and little group (for instance: film, slide, video, OHP), or individual (e.g.: module, PC, video recorder) disposition, act, association, methodology, and the board that related with used of specific information.

Teaching media is all instruments that might be used by lecturers and student to accomplish specific schooling targets. Then, at that point, the teaching media can be separated into some grouping. As indicated by Mahajan (2012), media are arranged into seven classifications, for example,

First is graphic media. It is any sorts of printed media. For example, books, pictures, photos, maps, outlines, banners, charts, graphs. Second is display media. It is a board used to show data in little gathering, e.g., blackboard, announcement board, wool board, and stake sheets. Third is three dimensional media. It is a medium that has 3D shape. For instance, models, objects, examples, manikins.

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The fourth is projected media. It is a sort of media that need projector to show the messages. For instance, slides, filmstrips, transparencies, films, video tapes, gramophones, records. The fifth is audio media. It is a media that simply can be heard. For example, radio, sound tapes, gramophones, records. The sixth is video media. This type of media is mix among sound and visual, e.g., TV, videocassettes, CD, PCs. And the last type is activity media. It is a media that can act some action. For instance, fieldtrips, performance, exhibition, and pretending.

In light of Sahid (2010), teaching media can be gathered as follows: first, visual media. It is the media which can show data that simply can be seen and read. For instance: picture, photograph, realistic, chart, banner, animation, comic, book, and so forth. The second is audio media. It is the media which can show data that simply can be heard. For example: radio, recording device, language research center, MP3 player, and so on. The third is projected still media. It is the media that need projector to show the data which inform regarding no-film/composing. For instance: power point slide, micro film, and so forth. The fourth is projected motion media. It is the media that need projector to show data educate regarding movie/composing. For instance: film, TV, video (VCD, DV, VTR), PC, and so on.

Another types of teaching media likewise expressed by Leshin, et al in Arsyad (2009) those are: first, human-based media, for instance lecturer, lecturer, role-play, group activity, and field-trip. The second is printed-based media, such as book, guide line, workbook, and paper. The third is visual-based media, such as video, film, slide-tape program, TV; and the last is computer-based media, for

instance interactive video and hypertext. Furthermore, Rusman in Kusantati, et al., (2014) arranged teaching media into six types, those are: (1) Visual media, (2) Audio media, (3) Audio Visual media, (4) Group show media, (5) Object media, and (6) Interactive PC based media.

2.2.1 Types of English Language Teaching (ELT) Media

2.2.1.1 Audio

Audio media offer a wide scope of chances for group or individual use that can convey guidance including verbal data and directing the acquiring of scholarly and coordinated abilities. It is managing the listening experience. For example: (tape recorder or recording device) melody, music, reading story, and so on with similar models, Kemp and Smellie (1989) in Onasanya (2004) characterizes that audio guides are media that can be listened to. Students in the classroom, obviously, hear what the lecturers says, yet it isn't ensured that every one of them are paying attention to him/her which then, at that point, brings them into a course of understanding and ultimately memorizing what they just paid attention to in a significant stretch of time.

Using audio media can assist with giving one more aspect for lecturers in their educating. It offers the possibility to convey content engagingly. For students, it gives an option in contrast to reading text as a component of their teaching. For certain students using cell phones, listening to audio might find a place with their daily routines more effectively than reading.

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2.2.1.2 Visual

As indicated by Munadi (2013), visual media are props in the teaching system that can be used through the feelings of vision. There are two kinds of visual media; verbal and nonverbal. Verbal messages are not in written structure while nonverbal messages passed on by images and written structure. Types of visual media are:

a. Edmodo

Edmodo is an educational organization that aims giving lectures apparatuses to assist them connect and communicate with their students and parents.. By means of the Edmodo application or website, lecturers can share content, texts, videos, homework and tasks with their students on the web. Edmodo has various elements, like notes, tasks, survey, backpack, library, and preview that facilitate students and lecturers to share thoughts online. Furthermore, Edmodo has an element of 'quiz' that lecturers can use as a method of assessment. The order for test things (set of question) is naturally randomized by the Edmodo framework with the goal that every student has an alternate order of test things. It is probably going to decrease the opportunities for students to cheat while taking through the exams. Edmodo as an educational mode for developing and sharing the cooperative based information is accepted to smooth out the informative practices; to permit lecturer-student concentrated correspondence, and to make the instructional practices to 'appear as something else'.

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One of the advantages of Edmodo contrasted with the other social networking sites (SNS) is that Edmodo has a few elements as methods of assessment, like Quiz, Assignment, and Poll. These highlights are remunerating a great deal for lecturers to oversee an efficient and precise evaluation. Likewise, Edmodo permits lecturers to evaluate students' language abilities using diverse test designs, for example multiple-choice, essay, quiz, writing, reading comprehension test, student worksheets, etc. Therefore, Edmodo mediates digital classes in language educating and serves as an assessment mode.

As indicated by Mevenez (2010), Edmodo is a free site like twitter or facebook, made for educational purposes. With Edmodo, it is feasible to make the the group of students where the lecturers can monitor messages. It is fortified by Edsurge (2013) referred to in Komara (2014). He said that Edmodo is an informal community for students, lecturers, parents, and schools. It may be used to share tasks and grades, have conversations and post recordings, plan arrangements, and make and take surveys". It implies that Edmodo is one of online media which can be worked by students, lecturers, and parents. It can be used to post different tasks and students' learning achievement, real conversation themes, video, arrangements, and to work with students' surveys which are identified with teaching learning process. As indicated by Contee (2012), he added Edmodo gives lecturers access to an assortment of brilliant elements that make a lecturer's day moves along as expected.

Moreover, Cauley (2012) stated that there are a few highlights accessible on Edmodo that can be used by the lecturers: the Creation of Polls: Maximize

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lecturers' comprehension of the students' thought and feelings through the making of unknown surveys (1), The Assignment Feature: Give a composing task on the web. Lecturers make the post the inquiry on the web, they answer on the web, lecturers grades it on the web (2), The Calendar: Post significant dates on the class schedule. The due dates and a short portrayal of all tasks post to the lecturers ' schedule consequently (3), The Message Feature: Forget to offer something in the class before the ringer rang? Present a note in general class, or send a private note to a solitary student. The students can present notes on help each other in a web based setting where lecturers can direct (4), The Alert Feature: A ton like a note besides in a striking, huge textual style. Need to remind students plainly that they just have two additional days to turn in their exploration paper. Send an Alert (5),

The Grade book: Students can get to the grades they have gotten on an Edmodo task whenever. Each of the exercises in the class were posted into the lecturers's grade book, which adds up to all focuses procured through Edmodo tasks. The lecturer can print out each grade as an accounting page to be incorporated with lecturer's grade book (6), The Library: Both lecturers and students can present interactive media on the lecturer's Edmodo Library. Each document transferred in any task is put away for the class here (7), Lecturer Collaboration: The lecturers can talk and impart reports and mixed media to any lecturer that is as of now using Edmodo (8), Parent Communication: By appropriating a code that is one of a kind to their child, a parent can follow their student's tasks, grades, due dates, and read any exchange between the student and the lecturer.

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From the explanation above, the writers conclude that Edmodo is an office for the lecturers to make their teaching learning process seriously intriguing. By using Edmodo's elements the lecturer can give tasks, tests, share the materials, and give input for students' work straightforwardly. Subsequently, online media isn't just as the spot to impart the perceptions yet additionally it tends to be helpful in teaching learning process. The students can get to their work in as well as out of the class without any problem. Moreover, by the fascinating learning the students will get really getting what they have realized, on the grounds that they adapt agreeably. All in all, Edmodo gives benefits for lecturers to put together quality sources for students.

b. Google Classroom

Google Classroom is a free web administration created by Google for schools that intends to rearrange making, appropriating, and reviewing tasks. The basic role of Google Classroom is to smooth out the most common way of dividing records among lecturers and students. Google Classroom is a free web administration created by Google for schools that expects to rearrange making, circulating, and reviewing tasks.

The main role of Google Classroom is to smooth out the method involved with dividing records among lecturers and students. Google Classroom empowers lecturers to make a web-based classroom region in which they can deal with every one of the reports that their students need. Docs are put away on Google Drive and can be altered in Drive's applications, like Google Docs, Sheets, etc. However, which isolates Google Classroom from the standard Google Drive

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experience is the lecturer/student interface, which Google intended for the manner in which lecturers and students think and work.

In Google Classroom, lecturers openly hand out a logical evaluation and give a free appraisal to students. Lecturers can give materials regarding the matter being instructed. The lecturer can post some teaching materials, allocate task for students, and transfer the students 'grades so they can promptly see the scores acquired in the course.

Google Classroom likewise limits the expenses brought about because of the used of more reasonable writing material and different materials and can limit time-delivered energy. So, the time and energy spent by Google Classroom clients will be lesser than the standard thing. This Platform can be one answer for complete the teaching learning process while the school actually can not be opened.

Google Classroom gives students to be free, connected with and roused on the grounds that the majority of young students will more often than not use technology in their day to day existence. Google Classroom causes the learning exercises to turn out to be more useful and significant by simplifying tasks, further developing cooperation, and build correspondence. Lecturer might make the class, giving appraisal, sending info, and looking every one of the learning exercises in a single spot. Google Classroom additionally incorporated with Google includes in particular Google record and plunge. Google Classroom is shut application that just permits the students who welcome to join into Google Classroom with explicit code.

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c. Schoology

Schoology is a learning medium that can work with the teaching and learning process. This is an application that is incorporated with all current SIS, Google, Microsoft, and different advancements so lecturers can without much of a stretch transfer recordings, sound, tasks, and give remarks ideas on student works that have been transferred, and above all Schoology can assist students with getting sorted out learning exercises.

With this application, the lecturer can make a material arranging schedule to be educated to students so students will actually want to learn all alone by searching for data about the material that has been planned. Lecturers will think that it is more easy to teach, give evaluations, and make materials and the main thing is correspondence with parents is extremely simple to associate. With the goal that lecturers and parents can cooperate in teaching kids at the everyday schedule.

Schoology is a committed electronic interpersonal organization for K-12 (schools and higher education establishments) zeroed in on cooperation, to empower user to make, oversee and associate with one another and share scholarly substance. This e-adapting likewise gives admittance to lecturers and students for participation, task assortment, practice questions and learning asset media that can be gotten to whenever and anyplace and furthermore gives admittance to parents to screen student learning progress at school.

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2.2.1.3. Audio - Visual

The instructional media that include the feelings of sight and hearing are named: audio-visual media (Kasbolah, 1995). It is the blend among audio and visual which can be seen and heard by the students. Perception is the method involved with giving a meaning to the climate the individual, the perception additionally incorporates information (Jalaludin Rachmat 2001). It mean perception can be characterized as experience of items, occasions, and connections that be acquired by closing data and decipher the message. Leavitt (1986) gives the meaning of perception as a view or seeing in particular how somebody perspectives or mean something. Perception is controlled by its importance to the necessities; it implies somebody will have a positive perception about something assuming it proper to his/her requirements. People can feel incitement or boost from inside and outside his/her own since was conceived. In the study of the correspondence, perception is an intellectual interaction through sight, hearing, and feeling that accomplished by everybody in comprehension of data about environment (Wade and Travis, 2007).

According to Robbin (2001) perception is an interaction which individual coordinates and deciphers their tactile impression to give significance to their data. Thus, every individual will decipher data that has been gotten from outside or climate later that they can give significance toward the data. In Robbins perceptual interaction, the first step of perception is from something else in our current circumstance that animate our receptors until we show our consideration and interest, later through the enlistment come out translation followed by activity

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with assessment, and reason. From the explanation above can conclude perception is a singular's viewpoint toward upgrade in the climate through the course of cognizance and 16 emotional cycles that are impacted by different things, for example, earlier information, needs, mind-sets, training, and different elements that can give distinctive significance and will influence the conduct and perspectives of people.

In language educating, Richards, et al (1985) characterize that audio-visual media is an incredible assistance in animating and working with the learning of an foreign language. Instances of general media are TV, and PC, video, and so forth

a. Google Meet

Google Meet, recently named Google Hangouts Meet, is Google's endeavor video conferencing programming, presented as a feature of G Suite and furthermore to free Google clients. Google Meet is an endeavor video-conferencing administration from Google that supports lecture , one-on-one video assembles and bunch video conferences. User can chat with different members, share recordings, introductions, and slides from their work area progressively, just as stream live occasions. Google Meet is accessible by means of internet browser at meet.google.com and can also be access from inside Gmail, G Suite and through a portable application. It is viable with Windows, Mac, Chrome OS, Linux and Android and iOS gadgets.

b. Youtube

YouTube is a video sharing help that permits user to watch recordings posted by different user and transfer recordings of their own. Recordings that have

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been transferred to YouTube might show up on the YouTube site and can likewise be posted on different sites, however the documents are facilitated on the YouTube server.

2.2.2. The Function of ELT Media in Language Learning Process

There are two fundamental elements of media that we really need to know.

The first work is the media as a learning tool, and the second capacity is a media as a learning assets. Both the primary capacities can be inspected in an review below.

a. Media as a Learning Tool

Each teaching material has changing degrees of trouble. For some situation, teaching materials don't need tools, however there are a few materials need devices or instructional media. Instructional media is implied, as a globe, designs, pictures, etc. Teaching materials with a high trouble will be hard to comprehend by the students. Thus, lecturers need the assistance of the media to make the learning system simpler.

As a device, the media has a capacity to arrive at the objective of learning process. It depends on the conviction that learning exercises with the assistance of the media can improve the nature of student learning exercises. That implies, student learning exercises with the assistance of the media are better compared to without the assistance of the media.

b. Media as a wellspring of learning

Learning resource is whatever can be used as an asset for getting information. Learning resources can be grouped into five classifications, to be

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specific human, library books, media, natural environment, and media education. Media education, as a wellspring of picking up, assisting the lecturers with making the student more comprehend about the material.

As a general rule, Sadiman (1993) states that the media's capacity: (a) Creates an energy to learn, more straightforward collaboration between students with the learning resources, (b) Allows students to adapt freely as per their gifts and capacities of visual, hear-able and sensation, (c) Gives similar incitement, similar to the experience and view of a similar reason, (d) Learning cycle can be seriously intriguing, (e) Learning turns out to be more intuitive with applying learning hypothesis, (f) The circumstance of the learning can be abbreviated, (g) The nature of learning can be improved, and (g) A positive perspective of students towards learning materials and learning interaction can be improved.

Also, Sanaky (2009) makes reference to learning media can animate students by: (a) bringing the genuine item and the article move, (b) making a copy of the real article, (c) making unique ideas into substantial ideas, (d) giving a typical perception, (e) defeating the obstructions of time, space, number and dividing, (f) introducing data consistently, (g) giving a discovering that isn't worried, loose and alluring so it can accomplish the learning goals.

The capacity of instructional media for teaching: (a) gives direction, (b) coordinates to accomplish the objective, (c) portrays the construction and arrangement of good educating, (c) gives an orderly system of good teaching, (d) helps precision, meticulousness in setting up the topic, (e) creates certainty lecturer, (f) works on the nature of illustrations.

The function of learning media for students: (a) Improve learning and student inspiration, (b) Provide and further develop student learning varieties, (c) Provide topic structure and work with students to learn, (d) Provide the center data, subjects deliberately to work with learning in learning, (e) Stimulate students to be more clarity of mind, (f) Create the conditions and circumstances of learning without tension, and (g) Learners can comprehend the topic introduced efficiently teaching thanks to learning.

As indicated by Sadiman (1993), there are a few reasons individuals pick a media for learning process: (a) Demonstration. Media can be used to exhibit an idea, instruments, objects, capacities, how to work and so forth The media fills in as props learning, (b) Familiarity, (c) Clarity. Need to give a depiction/explanation more concrete, (d) Active Learning. The lecturer can make students assume a functioning part both actually, intellectually, inwardly. Subsequently, an lecturer as a client ought to have the option to pick the right media with the qualities of the students and learning materials attributes.

2.2.3. Tips on Choosing ELT Media

Prior to choosing to use the teaching media in classroom, lecturer ought to choose the suitable media used to help him in teaching the students. Here are a few hints or contemplations prior to choosing of the teaching media that will be used.

First is the suitability of ELT media to the material. While picking which sort of teaching media that will be used, what is important to be focused is what portion of the material that should be uncovered by the teaching media. Then, at

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that point, the sort of teaching media that is viewed as fitting to the material is picked. For example, when teaching listening expertise, the suitable helping media to use is sound record. In the mean time, when teaching composing and sentence structure, the suitable media is printed media. In teaching organs of discourse in articulating words (elocution), a sound - visual media is the suitable one.

Second is the moderateness of ELT media to be made or financed. In making and creating teaching media, finance is additionally important to consider. On the off chance that the lecturers are requested to make it without anyone else, they should have a capacity and information about making teaching media. Yet, assuming that they don't, some cash ought to be intended to spend in subsidizing for making the teaching media.

The third is the accessibility of equipment to work with the teaching media. It doesn't use to make and grow even the best teaching media assuming there is no instrument or equipment to work with to teaching media. The accessibility of teaching media will amount to nothing in the event that there is no office to use the teaching media. A web based teaching media will be pointless assuming web association isn't accessible. Then again, a straightforward teaching media will be helpful in the event that is available and simple to work.

The fourth is the effortlessness of using the teaching media. One more component that should be considered in making and creating teaching media is the effortlessness of using the teaching media. The used of teaching media can not be maximally taken assuming it isn't not difficult to work by both the students and the lecturers

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The fifth is the nature of the teaching media. The nature of teaching media should still up in the air guideline. For example, assuming an image is used as the teaching media, the image ought to be extremely clear if not it can't assist the students with understanding the material.

The latter is the reasonableness of ELT media to the students' knowledge level. A teaching media should suit the students' perception level since it will effectively assist them with understanding the material. A teaching media for students with high perception should be unique in relation to what is used for low-achiever students. Assuming the canny students are given a low level teaching media, they won't create on the grounds that they will find it excessively simple and on the off chance that the low-achiever students are given an extremely challenging teaching media, they will not get anything by any stretch of the imagination.

2.2.4. Designing ELT Media

Generally, planning a teaching media should be possible by doing these steps:

The first is distinguishing what the students need. In planning a teaching media, it ought to be founded on what the students need. So for that reason the lecturer should attempt to recognize what the students need so the teaching media will work well. A teaching media can likewise be planned dependent on the educational program so it assist the student with dominating what they are entrusted to.

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The second is deciding educational target. The lecturer ought to decide the target to accomplish by using an teaching media. This is made dependent on what the students need. A standard ought to likewise be made as the educational goal. Informative goal can be as conduct that the students are relied upon to have.

The third is deciding the material. The lecturer should then figure out what portions of the material that will be incorporated. This contains the materials that will be given to the students.

The latter is begin making the teaching media. Later the materials that will be incorporated have been chosen, a teaching media would then be able to be created dependent on those materials. The lecturer can likewise compose a content with regards to which material to encourage first and which material to educate later on and with what way.

2.2.5. Principles of ELT Media Selection

The selection of instructional media as per the principles of ability and markers set is essentially an augmentation of relational abilities that require a nitty gritty cycle, efficient and explicit. Picking the best teaching media for ability guidelines and marks of the learning is definitely not a simple work. Since the media choice depends on different standards and variables that impact one another.

There are a few standards in choosing instructional media that should be considered by the lecturer, the most significant in the determination of learning media is the benchmark that is used in the media choice interaction. Determination and used of a mechanism of learning should include the able,

talented, and expert to use each establishment. The expense included ought to likewise be accessible and reasonable by the instructive organization concerned. In wide blueprint a few rules that should be considered in the determination of instructional media.

The first is ELT media should the absence of lucidity, in regards to the goal and reason for the choice of instructional media. Is the media choice for learning, for general data, diversion or essentially to occupy void time. All the more explicitly, regardless of whether for individual or gathering review, whether the objective kindergarten, rudimentary, secondary school, or primary school students Extraordinary, rustic or metropolitan networks.

The second is the qualities of learning media. Each instructional media has specific attributes, as far as greatness, how to make and how to use it. Understanding the attributes of instructional media is an absolute necessity have essential capacity comparable to the determination of instructional media. Moreover, it gives the opportunities for us to use an assortment of instructional media are differed.

The last guideline is elective choices, to be specific the presence of various media that can measure up or contended. Thus we can decide the decision of instructional media which one to pick.

2.3. ELT Digital Media Used in Higher Education

Media are by and large characterized as how data is passed on starting with one spot then onto the next. McLuhan in Akhsin 1986 says that media are otherwise called channels since they convey data from the data source to the

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beneficiary. As indicated by Hamidjojo (2003), media is each instrument used by individuals to spread data, information, thought, idea, or assessment then something exposed can be gotten well by somebody who needs it.

Media are used to help the lecturer in conveying the teaching material to the student. A few targets make thought of using instructional media in the picking up teaching cycle, for example, to ease learning process in the classroom, increment the effectiveness of the learning system, keep up with the connection between's learning material and destinations (Sanaky, 2013). By using media in the educating learning process, it is normal that the most common way of conveying a message from the lecturer to the students will be more powerful and proficient.

Since the learning system can be done at whatever point and in the manner, the used of media isn't just managing the learning system in the classroom. It is even proposed to acquaint early children with the media. The serious contact with the media at an early age makes it workable for the students who start the English curriculum later than their friends to arrive at a similar degree of capability yet in a more limited timeframe (Konigs, 1999). Media can bring a few benefits for both the lecture and the student which mirror the perfection of the teaching and learning process in the classroom. In Ohm's media characterization, instructional media are partitioned into three classifications; they are sound, visual, and varying media (Chan et. al., 2011). Every one of them plays its own part in animating the tactile channels to deal with the message conveyed by the lecturers during English language teaching.

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Digital media alludes to message, illustrations, sound, liveliness and video handling (Powers and Fowler, 2004). Digital media has turned into a pattern among individuals. The ascent of the used of media makes digital media progressively well known. Digital media likewise adds to different fields. Perhaps the most widely recognized employments of computerized medium is showcasing exercises. Additionally, digital media likewise assumes a part in the realm of training, particularly in learning exercises. The used of digital media upholds educating and learning exercises completed by lecturer and students. The principle benefit acquired from digital media in learning exercises is the accessibility of extremely wide admittance to data.

Moreover, the data given by digital media can be gotten to whenever and anyplace while there is a web organization. This is one of the selectiveness presented by digital media since we can find data without any problem. By using digital media, learning exercises are restricted to scholarly as well as non-scholastic. Students can learn different sorts of information or delicate abilities anyplace, not restricted by the grounds or school climate. This opens up promising circumstances for anybody to create and learn. Moreover, students can trade thoughts and information with others through digital media, particularly web-based media. Obviously, this can likewise draw in broad daylight interest to know more and get new experiences. Digital media is an intriguing idea that is filling in ubiquity and has turned into a tremendous impact in our regular daily existences.

According to definition of the Communication Department at the University of Washington, digital media can be characterized as any medium that

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uses digital intelligent innovations as the motor for correspondence, for example video on request benefits, intuitive TV, advanced telecom frameworks and Internet based substance appropriation organization. Digital media are another type of correspondence, arising because of continuous mechanical change that doesn't necessarily need an actual transporter. With the term digital media, we can allude not exclusively to information stockpiling item types, for example, CDs, DVDs, USB drives, memory sticks and MP3 players, yet in addition to the wide range of various new method for dispersing content through the different new advanced innovations.

The term is formed into a term called —new media. The name of new media itself, as indicated by James, et al. (2009), —Refer to the genuine innovations that individuals use to interface with each other—including cell phones, individual advanced collaborators (PDAs), game control center, and PCs associated with the Internet. Through these advances, young people are partaking in a scope of exercises, including long range interpersonal communication, contributing to a blog, gaming, texting, downloading music and other substance, transferring and sharing their manifestations, and teaming up with others in different ways.

Also, on their book Ito and associates (2008) expressed that —We use the term —new media to portray a media biology where more customary media, like books, TV, and radio, are —converging with digital media, explicitly intelligent media and media for social correspondence. They use the term —new media rather than terms, for example, —digital media or —interactive media in light of

the fact that they are analyzing a group of stars of changes to media innovation that can't be decreased to a solitary specialized trademark. Current media ecologies frequently depend on an intermingling of computerized and online media with print, simple, and non-intuitive media types.

In light of the theories above, the researcher conclude that digital media here alludes to useds of the PC that incorporate sight and sound, man-made consciousness and systems administration. Media is the blend of the computational force of the PC with the show abilities of video and audio. Artificial intelligence uses the computational force of the PC to help and somehow or another copy human perception. Organizing incorporates the employments of PCs that are associated through landlines or microwave to one another and the Internet and World Wide Web.

2.3.1. Classification of Digital Media

a. ICT instruments for teaching English

Information and communications technology (ICT) is a significant piece of most associations these days (Zhang and Aikman, 2007). PCs started to be used in schools in the mid 1980s, and several scholars propose that ICT will be a significant piece of instruction for the future (Bransford, Brown, and Cocking, 2000; Grimus, 2000; Yelland, 2001). Up- to- date innovation offers numerous strategies for upgrading classroom teaching and learning (Ghavifekr et al., 2014; Lefebvre, Deaudelin and Loiselle, 2006). Dawes (2001) stated that new advancements can possibly up keep training across the educational program and convey openings for productive student- lecturer correspondence in manners

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impractical previously. ICT in training can possibly change educating. In any case, this potential may not effectively be acknowledged, as Dawes (2001) underlined when he expressed, "issues emerge when lecturers are relied upon to carry out changes in what likely could be antagonistic conditions".

Because of ICT's significance in the public arena just as in the eventual fate of training, distinguishing the potential difficulties to incorporating these innovations in schools would be a significant stage in working on the nature of educating and learning. Balanskat, Blamire, and Kefala (2006) contend that despite the fact that lecturers seem to recognize the worth of ICT in schools, they keep experiencing hindrances during the cycles of taking on these innovations into their educating and learning.

In any case, regardless of the Ministry of Education, Malaysia having set out on the undertaking "1 Best arinet" in giving a virtual learning stage in schools to improve ICT used among lecturers, ICT has not been completely embraced in the teaching and learning process in many schools in the country. A couple of lecturers are using ICT as educating and learning devices (MoCT, 2003). This is on the grounds that the difficulties offset the advantages (Bingimlas, 2009). Thusly, this study is relied upon to produce data on the lecturers' perceptions and difficulties of coordinating ICT tools in the teaching and learning process. With changes in current innovations students should be furnished with refreshed information that will assist them with adjusting to the evolving scene. Such information prompts better correspondence and expanded 21st century abilities because of e- Commerce and self- employment in the ICT area.

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Many examinations have been led to explore the difficulties to innovation incorporation in instruction. This review gives lecturers' perception and seen boundaries to the used of innovation devices in classroom's teaching and learning process. Consequently, the primary goals of this review are: I) To distinguish lecturers' perceptions in executing ICT devices in teaching and learning in classroom. II) To decide the difficulties of using ICT devices in educating and learning in the classroom among lecturers. III) To recognize that how much do lecturers use ICT devices in educating and learning in the classroom. Notwithstanding, in this paper ICT instruments alludes to the normal technology-based devices that are using in schools like PC, Laptop , LCD, advanced copier, computerized Audio and Video gadgets, advanced camera, scanner, DVD player and media projector.

ICT characterizes as consolidating advancements of data and correspondence. It is otherwise called advancements that is used by clients to assemble, capacity, process, break down, send, and convey the data for example TV, Radio, video and mixed media PC programming (Sharndama, 2013). Those apparatuses can be used by English lecturer to show English because of the genuine experience which can be given in learning and teaching English. The mix of text, movement, pictures/pictures will draw in the students to watch, tune in and follow the illustration excitedly.

Sight and sound as one of innovation which can work with learning exercises becomes significant chosen instruments these days particularly in instruction. For example, the English language learning movement can be

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conveyed by including the illustrations, text, video, activity and sounds generally together. In any case, the genuine circumstance can be found by the students in the study hall hence the learning exercises give profoundly effect on the students' involvement with procuring the language. the sort of sight and sound can be arranged for example videodisks, projectors, film projector, sound programming, PCs and so on In addition, PC sight and sound and web can be amazing learning sources assuming it is joined together since the data from around the world can be view as quicker by using mixed media and web (Mcdougald, 2009).

Moreover, the execution of web nowadays give the lecturers and students the learning system with boundless of time and boundless of spot by using virtual learning climate as the media connecting. For example, the apparatuses like popplet, Linoit, Edmodo and Pinterest let students cooperatively work either in little nor enormous gatherings and mirror the learning. What's more, the preparation of lecturers to further develop their expert ability is executed in half and half mode called PPG Daring which join the usage of sight and sound, site and Internet with the genuine study hall learning. Along these lines, ICT devices are truly near the lecturer as facilitator in this advanced age.

b. Utilizing Internet

Internet as an instrument and stage is viewed as the critical distinct advantage, both for formal and informal training. Troublesome new technologies, for example, the Internet change the manner in which we access data, yet they additionally influence the manner in which we think. The Internet has become everyday for twenty first century society; nonetheless, it ought to be noticed how

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such an innovation has changed the manner in which people tackle issues and effects how they process data. Search engines especially, as unimportant as they appear, especially to advanced locals, impact our thinking, as they give customized information. Further, web indexes, for example, Google that are organized by different machine learning methods like calculations, address an extreme outer memory which have in a brief time frame changed our critical thinking process.

In addition to the Internet changing, the manner in which information is assembled and handled, it additionally impacts how it is shared. Customary proper schooling was and depends on books, which are a sort of innovation that is reliant of the social setting of used (Bruckman, 2002). At its center, learning is a social interaction which can be worked with by the Internet. With the Internet, taking in is changing from simple data looking to new, more complex types of data handling.

The students' mechanical abilities, perspectives, convictions and inclinations that are generally developed outside of formal instruction "may extraordinarily impact how they learn and how they see learning upheld by new innovations" (Mao, 2014). By concentrating on the mechanical capacities of people in formal and casual instructive conditions, researchers focus on expectations on what advances ought to and will mean for human learning. Presently, the fundamental pattern in academic examination underlines the social person of learning. The Internet can possibly impact learning through web-based networks and cooperation (Bruckman, 2002).

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c. Utilizing Social Media

One type of micro learning, social media, is described as a client created plat-structure in which customers mostly examine with each other (Bernoff and Li, 2008). In 2013, 87 percent of sixteen-to-24 year-old Finnish customers had been using social stages during a time of 90 days (OSF, 2013). Such measurements propose that the web-based media used of the age of computerized locals probably will increment.

Distinctive social media stages, for example, weblogs, permit students to associate with and gain from each other (Kelm, 2011). Friends can be an incredible asset for children' learning, assuming exercises are organized to advance useful connections" (Bruckman, 2002). Social media empowers cooperation, upgrades the associations with this present reality and is consequently an extraordinary expansion to learning devices. Social media stages, like Facebook and Twitter, have been progressively investigated for their capability to affect both formal and casual schooling. In one such review, youngsters who had been using online media, for example, Bebo or Myspace overwhelmingly were found to make new records and shift stages to Facebook as they were getting ready for their college studies (Madge, C., Meek, J., Wellens, J., and Hooley, T., 2009) "Their transition to college was related with Facebook arising as the predominant SNS" (Madge et al., 2009).

d. Online Education

Online schooling is the type of instruction given by elements, instructive establishments and organizations through stages dependent on web-based

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advances. The last years have seen the quickly developing achievement of these stages. For our motivations, formal online education comprises of courses followed through on learning stages and given by colleges. In this unique situation, the goal is to acquire declarations and acknowledgment as far as credits as the result of the course. As per a study in US (Parker Lenhart and Moore, 2011) the social effect of online courses among senior members and alumni of 1,055 universities in United States has gotten great input. The greater part (51%) of school presidents think online courses offer a similar benefit. More than 3/4 of school dignitaries (77%) report that their establishments currently offer web-based courses. Half of school presidents foresee that a long time from now a large portion of their students will take classes on the web. 23% of graduates report that they have taken a class on the web. Among all students who have taken a class on the web, 39% says the arrangement's instructive worth is equivalent to that of a course taken in a classroom.

A lecture should know the learning media choice because of it is a learning effective component. The quick improvement of innovation give the impact to the lecturers that they have a great deal of freedom to pick the ICT-based media. As we realize that there are a ton of ICT media particularly online-based schooling site for example Zenius Education, Wikipedia, Kelas kita, Rumah Belajar KEMDIKBUD, Ruang Guru, Quipper, Google Books, Slidehare, Youtube, E-dukasi.net, Bing Translator, Google Translate, Windows Live Photo Gallery and numerous other. Assuming that site was used by lecturers in creating digital media, students' inspiration will quickly increment.

In 2017, the government work together with the Kementrian Riset, Teknologi, dan Pendidikan Tinggi have arranged lecturers preparing program called PPG to tackle the lecturers' capability issue. They have planned the learning design for lecturers in learning framework improvement by carrying out Learning Hybrid System. It is used to produce a decent lecturer with phenomenal characters that is important with training time change where the improvement of industry have accomplished 4.0 which give the clients the thoughtlessness to accomplish something inventively. It is pertinent with students' discovering that provokes the lecturers to be technology fluent.

2.3.2. The Important of Digital Media in Teaching English

Students' interest in digital media is expanding day by day; this is brought about by students who grow up with digital media. Just as the training framework which started to change continuously so that making digital media a fundamental need. Digital media expands solace since it works with admittance to many assignments, occasions, voyaging, shopping, and further review. The digital age powers all students and lecture to use innovation as adequately as could really be expected. Digital media has turned into a piece of human individual life.

A lot of materials in instruction that uses digital media, for example, digital books, magazines, pamphlets for schools or colleges and audiovisuals help in the learning system. Somebody can arrive at these wellsprings of data with viable PC gadgets. This is the manner in which digital media creates in our regular routines. The capability of digital media in education is the teaching nature of the lecturer, the quantity of learning decisions and students' inspiration. Another

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benefit is that overall setting are more viable and effective. Simultaneously, specialized improvement in the potential for connection, cooperation, and coordinated effort implies an increment in self-association for students and an expansion in calculated work for lecturers.

Learning apparatuses and technology empower students to foster powerful self-coordinated mastering abilities. Students can distinguish what they need to realize, find and use online assets. Proficiency and efficiency will increment as time passes by. It likewise hones decisive reasoning abilities, which are the reason for the advancement of logical thinking. Dr. Deborah Cohen, an lecturer of digital media at Sogang University uses three digital media based practices to energize the English example; YouTube recordings as digital media antiquities, web-based media for social change, digital narrating and life composing through computerized stories. She explains that these practices have been effectively conferring language abilities and spurring students. Lecturer planning and inventiveness are extremely fundamental for teaching English; this is exceptionally useful in fostering students' perspective and makes it simple for students to adapt straightforwardly using the valid thing.

2.3.3. The Advantages and Disadvantages of Using Digital Media

Digital media is a developing field, from manually written letters to courier applications; that is the manner by which digital media has formed the human of this century. Presently Digital media plays a gigantic part in nearly everything from business to individual life. Otherwise called electronic media, digital media has re-imagined how data is conveyed and burned through various

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structures. From schooling to diversion, the benefits and impediments of Digital Media assess its advantages and disadvantages.

a. Advantages of Using Digital Media

The first benefit of digital media is recorded lecture s. One of the huge advantages of digital media in ELT is that a portion of the students' classes will be recorded. This implies that assuming they miss something, or acknowledge later that they don't exactly comprehend a specific theme, the students can return and watch the class again to find the solutions they need. The students can generally inquire as to whether they're battling with anything, however taking care of an issue without anyone else can be an extraordinary inclination.

The second is that don't require for actual duplicates in using digital media. Regardless of whether the students are driving to school, sitting in the recreation area, or simply unwinding at home with loved ones following a lot of time review, digital media won't ever let them down. The students can generally track down something recognizable without looking excessively hard—or delay until tomorrow when the library opens once more.

The third benefits is digital media is dependably exceptional. Be it digital media, what the students see is up to date, regardless of whether for educational or instructive purposes. Probably the greatest benefit of digital media is that there are no paper versions or day by day cutoff times. All things considered, all news refreshes happen naturally, so the students don't need to stress over missing a story assuming it doesn't come out on their day of procurement.

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The fourth is 24-hour assets. Maybe the students think that it is more easier to concentrate in the nights, or they can't rest and need to get some additional review in night-time — with digital media, they will not need to stress over the library or the lab being close. The students will actually want to get to their learning materials online any time, and with cutting edge apparatuses like lab reproductions they can even complete science tests from the solace of their own home.

The fifth is associated learning. Another of the advantages of digital media in language teaching is that the students will be essential for an associated local area. In the event that there's something they need assistance with, instruments like Zoom and Microsoft Teams can associate the students with their schoolmates so they can observe the appropriate responses they need immediately. Also, even the lecturers will in any case have a schedule of classes to instruct for the duration of the day, texting stages and email mean the students will not need to delay until their next example with them to pose any inquiries the students might have.

In spite of the fact that their companions may not forever have the option to answer the students immediately, the two of them will have the opportunity to convey now and again during in the day that suits them. At last, although the students might be truly far off from their colleagues, innovation like video calling implies they can undoubtedly stay in contact with their new companions.

The sixth benefit is self-coordinated review. Self-coordinated review is a significant piece of higher education. It alludes to the time the students spend gaining away from their classes, when they are not being coordinated by an

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lecturer. This time is significant in light of the fact that it assists the students with recognizing the things they are great at, and the regions where they may have to work somewhat harder. Albeit the students will in any case have a lot of contact with their lecture while they are examining on the web, there will likewise be times when the students should settle on a functioning choice to study, and decide for themselves what to zero in on. Assuming responsibility for the students own schooling like this can be very engaging, and can provide them with a self-appreciation certainty that assists them with improving. College level concentrate likewise includes a ton of self-coordinated learning, so it's extraordinary groundwork for their certificate.

The following benefit is digital media is locking in. It connects with the students to think fundamentally and banter subjects as the students read through message based contentions and sight and sound introductions found online rather than inactively sitting in front of the TV like the vast majority presumably one of the upsides of digital media. Reading material or other printed media may not be that intelligent or drawing in over the long run, however the students can positively depend on digital media with continually developing inventiveness.

The eighth is adaptable decisions. Nowadays, an abundance of innovation at the fingertips, and that is particularly evident with regards to digital learning — the students will actually want to blend and coordinate the projects and programming they use with various individuals, and for various exercises. Thus, regardless of whether the lecture consistently uses Zoom to communicate addresses, when the students are chipping away at a gathering project with their

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colleagues they will actually want to mess about and observe the technique for cooperating that turns out best for them, whether that is Zoom, Slack, Microsof.

The ninth is enhancing written language competencies. Digital learning should assist the students enhance their written language abilities. Whilst the students are studying online, they will likely use instant messaging apps to quick get in touch with their friends, in order that they won't be capable of depend on the hand gestures and facial cues that may make communicating easier. That means the students will learn how to write in a manner that is truly understood—great exercise for all of the essays they will be writing.

The tenth is tracked progress. Digital learning does not help the students to pick out their strength and weaknesses; it allows the lecturrs to tune the student's progress too. The lecturers could have an easily available online document of all students' work, and they will b able to reveal the students' engangement as well. For instance, the lecturer could be capable of see the students are attending all of their class, however not contributing to some of them. That would be because they may be suffering with that material, so they will be able to reach out and provide steering. The lecture may even realize the students are having a trouble before they do.

The last advantages is it is fun learning. Last but not least, studying by using digital media is especially effective because it's fun! That is why many lecturers integrated digital learning strategies like interactive quizzes into their classroom teaching some time ago. This form is highly attractive, so it encourages the students to participate more of their classes. The students may even find that

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they take in a lot of knowledge without even realizing, because they have been too busy enjoying themselves.

b. Disadvantages of Using Digital Media

Digital media has verifiably developed to turn into a piece of everybody's life today. In any case, similarly as with any innovation that builds usefulness and effectiveness, there can likewise be disadvantages. Here are a few detriments of digital media influencing both lecturer and students here and there or another.

The first is expensive. Computerized gadgets are by and large more exorbitant than customary ones, and a few people might not approach a PC or tablet. Moreover, numerous students don't have a clue how to use these innovations without help from another person; this could make an openness issue for the people who can't manage the cost of classes on using the gadget being referred to.

The second isn't durable. One more inconvenience of digital media is that it doesn't keep going insofar as paper-based substance does. This principally has to do with the way that anybody can undoubtedly print out data from articles and different reports they see as online by basically reordering text into another record - which implies once something becomes well known enough, all variants of it exist carefully while just a single form actually lives on paper.

The third is detached from the regular world. One of the disservices of digital media is that it can make the students become disengaged from the regular world around them. At the point when they are continually connected and gaze at a screen the entire day, they move away from this present reality. Advanced

screens likewise produce light, which is destructive to the eyes due to how close the gadget is normally held facing their face.

The last is cybercrime. As indicated by the FBI, 791,790 protests enrolled were identified with web wrongdoing 2020. The yearly report likewise assessed a deficiency of \$4.2 billion because of Cybercrime. The drawbacks to using digital media are Cybercrime, actual harm, and protection.

The future is brilliant for digital media in language teaching; it has many advantages that will keep on adding to the development in this training documented and improve lives as the world turns out to be more associated than any time in recent memory. With such countless choices, there's an out thing there for everybody. Be that as it may, regardless of how significantly it influences both lecturer and students at a review, the advantages and disadvantages of Digital Media should be viewed as with regards to its own used.

2.3.4. The Implementation of Digital Media

Jiménez (2014) recommends that lecture can be a model for students; the lecturer investigates how to use new innovation so students can make a local area of collaboration and getting the hang of using computerized. Innovation as a supporting instrument in learning will be exceptionally compelling on the off chance that the lecturer sees how to use and apply it in learning exercises. Inline, (Akinwamide, 2012) states that with the fitting academic readiness, certain abilities can be explicitly improved using the new innovations. These four abilities can be coordinated with technology so it will work with students and lecturers in the learning system. Lecturers can use radio or sound as used by BBC English

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"radio direct programming". It will help in getting thoughts, articulation the words and applying the importance ideally.

The use of technology in the learning system can further develop correspondence information, abilities and language capacities of students. There are some examination objects that can't be brought into the classroom, for instance, the Sun, plants or shopping center environment. The absence of exploration objects causes students to become unfocused and languid on the grounds that they have no contact with the object of study. Projectors can be used to give photos of the ocean, sun, and other resolute exploration protests so learning becomes more straightforward, students can see, contend, get what they are getting. What's more, the Projector helps and tackles classroom issues that are excessively thick and wide.

There are a few phases of the learning system. This stage is isolated into three in particular pre-teaching, while at the same time educating and post-educating.

a. Pre-Teaching

Pre-teaching is a procedure given by the lecture to students prior to beginning the lesson. Pre-teaching give students more information and certainty when the lecturer gives points to be examined in class. Things done when pre-educating; the lecture heated up by conceptualizing, the lecture clarified the essential arrangement for the illustration, the lecture discussed the significance of the example to the learning destinations.

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The lecture held a warm-up meeting to persuade the students and concentrate on the theme. It help to expand student inclusion and decrease dissatisfaction.

b. While-Teaching

This stage relies upon the lesson plan that lecture has arranged. At the point when the circumstance isn't following what was settled upon, the lecture is needed to have the option to comprehend the requirements of students and give a reinforcement method or procedure. This steady stage expects lecture to be more inventive and delicate to the necessities of students. The lecture likewise assumes a functioning part as a facilitator that works with students to foster more by learning.

c. Post-Teaching

Post-educating is the last of each gathering cycle. In this stage is set apart by an audit and appraisal that they have closed. Things done in post-teaching; the lecture summed up and considered what has been realized and achieved, and the lecture got some information about the material given by lecturer.

2.3.5. Problem Solving in Teaching English using Digital Media

The use of digital media in the classroom has a few negative sides including students having the option to break, so a few students can know the inquiries that will be given by the lecture. Nonetheless, the lecture readies a reinforcement procedure when managing issues like this. The lecturer ought to consistently think emphatically and creatively to help the nature of the lecture himself so he can adjust to this advanced climate.

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The legitimate used of digital media will extraordinarily help lecture in the classroom. Students like to take care of tasks online in light of the fact that they don't have to compose and save time. The leftover student time can be used to address a few inquiries as an activity. The lecturer likewise attempts to train students with the goal that students are referred to the information as well as having a demeanor and conduct in day to day existence. Assuming there is an issue with the organization, the lecturer reached and requested assistance from those answerable for the offices and foundation in the school. As indicated by the lecturer, the issue was the organization and the product that couldn't be associated. Different things don't turn into an issue or meddle with the educating and learning process in the study hall.

The lecturer should figure out what innovation they will use in their guidance. Each lecturer should can pick the innovation they need with the goal that the lecture can show using a fitting way. By giving lecturer more opportunity to pick, they will keep a vital feeling of class control. The other arrangement is explicit sort of preparing that is accessible to address. School overseers should look for help to recognize and give on-going preparing to address.

The uses of innovation should likewise be as per the material and norms used at the college, including student curriculums that incorporate innovation, proficient improvement assets (lecturer preparing principles), and appraisal (assessment of student guidelines). Merciful (2017) expressed that he observed a few arrangements that should be possible when an issue happens in the used of digital media in the study hall, including; Knowledge the board (for example approval of data, quality affirmation of data).

2.4. Perception

Perception can be fundamentally similar to an impression given by individuals from what they see, experience, and have about something (Soko, 2017). The experience here can be characterized as one's perspective with regards to articles or occasions that the person in question has passed. While gathering the data by their tactile, their brains begin to decipher the messages given. As the outcome, they can have an assessment on whether or not that is great. What's more, Chaplin (1968) expressed that perception is an interaction to know something through human sense, which includes attention to individuals' convictions about something. It implies that there is plausible of having various perceptions about exactly the same thing among individuals, in view of how they check out that specific thing. Thus, one might say that perception is a comprehension of certain boosts that show up around us.

As perceptions are fundamental to both the training and exploration in schooling (Johnson 1994), researchers, learners and practitioners of education frequently have issues understanding the reason why an individual idea or acted with a particular goal in mind (Lewis 1999). McGregor (1993) gave a functional guide to represent the a valid example: When fourteen-year-olds composing a test school leave test were approached to follow the most brief distance between two towns, white children found the solution "right" while dark kids got it "wrong". The explanation being that the dark municipality of Crossroads (arranged near Cape Town) is arranged between the two towns in the model. Dark 272 children saw the municipality as hazardous and accordingly went around the settlement

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while "un politicized" white children, to whom the name Crossroads implied close to nothing, if anything by any means, took the "right" straight line. McGregor (1993) credits these distinctions to the "... numerous things in South Africa (which) are turned by governmental issues and entirely unexpected perceptions".

Perception is mental cycles through the experience acquired by the five detects, people can deal with reactions into positive or adverse perceptions. Acquiring reactions is gotten through the phases of determination, understanding, and response (Erin, and Maharani, 2018). Otter (in Ghadirian, Ayub and Salehi (2017) depicted perception as a course of activities for getting data. That securing can come from the conditions to which students are uncovered. One more definition from Nugroho (in Saifuddin, 2020) perception is a cycle that starts structure the used of the five faculties in getting an upgrade, then, at that point, it coordinated and deciphered so it has a comprehension of what is detected.

Fieldman (1999) expressed that perception is a productive interaction by which we go past the boosts that are introduced to us and endeavor to develop a significant circumstance. While Morgan (1987) expressed that perception alludes to the way the work, sound, feel, tastes, or smell. In different works, perception can be characterized as whatever is capable by an individual. According to Rahmat (in Arifin, Fuady and Kuswarno, 2017) perception is about articles, occasions, or connections acquired by deriving data experience deciphering messages. Though, as indicated by Sugihartono (in Arifin, Fuady and Kuswarno, 2017) perception is the capacity of the faculties to interpret upgrade or the interaction to make an interpretation of improvement into human detects.

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In a nation like South Africa, these various perceptions are frequently just ascribed to contrasts between individuals of color who address a comprehensive, reliant society and white individuals, who keep a Western, free social style (cf Markus and Kitayama 1991). Albeit this social speculation is logically substantial (Scherer and Walbott, 1994), the purposes behind contrasts in perception are definitely more changed than that of a social explanation, a component exclusively elucidated by Bergen (1992). People or gatherings experience upgrades from the rest of the world to which they credit meaning.

Albeit, in many occasions these improvements are capable comparatively, they may frequently be deciphered in an unexpected way (Kearney, 1998) because of a large group of variables and may even prompt false impressions in certain examples. For what reason is this so? Is it an instance of innocent authenticity or that individuals don't have a clue how to think about one more's perspective? These inquiries can start an unending discussion, however an initial step to understanding others is comprehend the perceptual interaction. In the light of the abovementioned, it is the point of this article to initially address the intricate idea of the perceptual interaction and impacting variables, and furthermore to propose specific rules concerning a superior comprehension of others.

There are many kinds of perception as indicated by Zaden (1984) there are person perception, social perception, and situation perception.

a. Person Perception

Individual perception alludes to those cycles by which we come to know and contemplate others, their attributes, characteristics, and inward state. We

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construct an image of alternate ways that serve to balance out, make unsurprising, and render our reasonable perspective on the social world to the degree to which we characteristic stable waterways and suffering demeanor to others individuals. We feel that we are better ready to comprehend their conduct and anticipated their future activities and we use their countries to direct our association which them.

An individual without sight might see sound distinctive that someone with the capacity to see. Every individual's singular perception depends on that individuals see valuable experience and with that being the case no two individuals view of a similar circumstance is probably going to be actually something similar.

In these kinds, it has a relationship to students who have individual perception or ow perception. Each student has an alternate perception to contemplate the attribute of the lecturer, the way lecturer to instruct, the nature of an lecturer, even the instructional media used lecturer in educating and learning process. Each student additionally has an alternate view of what the material is educated by the lecturer. So it may be inferred that individual perception alludes to an overall propensity to frame impressions of others, the diverse end we make about others dependent on our impressions.

b. Situation Perception

Social psycholinguistics sees a circumstance as every one of the social factors that impact a people's perception or conduct a given time and given a spot. It is a collaboration of reality inside which we act in explicit ways. The situational challenge in which upgrades happen has consequence for their understanding.

Anybody of numerous words might arise. Contingent upon which upgrades we register. The linkage we make among these boosts in our translation of the upgrades.

This regularly implies that individuals perceive are distinctive dependent on the circumstance. The students' attitude in the past is various students' mentality now. It is on the grounds that the social factors that impact an individual conduct and it additionally about the distinction of information students that stream the data and innovation, consequently influencing the students' idea.

c. Social Perception

Social perception implies that trying to comprehend individuals whether they are proficient competitors, political, criminal, pioneer, performer, or cherished and nearer to home is certainly not a simple undertaking. Realizing that others have contemplations, convictions, feelings, aims, and wants, having the option to peruse others' internal states dependent on their words, conduct, and look. Social perception is an intricate cycle; individuals notice others' conduct cautiously until they get a total investigation of the individual, circumstance, and conduct. This implies that individuals see something to rely upon the quality would give great perception. They can peruse others' impression of an alternate action.

2.4.1. Theory of Perception

According to Robbin (2003), there are three sorts of perception pointers, specifically:

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a. Acceptance

The course of acknowledgment or reabsorption is mark of perception in psychology stage; it is about the capacity of the five senses in getting a handle on outer boost. This implies that the data presented by people to one more will be assimilated or acknowledged by the five detects, both sight, hearing, smell, and tasting independently or together.

b. Understanding

It implies as the consequences of examination which is emotional, or distinctive for every people.

c. Evaluation

Assessment is boost from the external that has been gotten a handle on by the senses, and afterward assessed by people. This assessment is exceptionally abstract. It will be distinctive view of every individual in environmnet. One individual evaluates a boost as troublesome and exhausting yet others judge similar improvements as great and lovely.

As indicated by Bimo Walgito (1990) there were a few sorts of perception;

a. Absorption of stimuli from outside the individual

These improvements or items are ingested or gotten by the five senses, both vision, hearing, contact, smell, and taste, exclusively or together. From the consequences of ingestion or gathering by tangible gadgets would get an image, reaction, or impression in the cerebrum. These pictures can be single or plural, contingent upon the object of perception noticed. Inside the mind, there are pictures or impressions, both old and recently shaped. Clear whether or not the

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image relies upon whether or not incitement is clear, tangible ordinariness and time, just or quite a while in the past.

b. Understanding

After the pictures or impressions happen in the mind, the image is coordinated, grouped (characterized), thought about, deciphered, so that agreement or comprehension is formed. The method involved with understanding or comprehension is exceptionally remarkable and quick. The definition framed relies likewise upon the old pictures that have been claimed by the person previously (called apperception).

c. Assessment or evaluation

Subsequent to comprehension or is formed, there is an evaluation of the person. People look at the arrangement or understanding that has recently been gotten with the rules or standards that people have emotionally. Individual decisions are distinctive despite the fact that the item is something very similar. Accordingly perception is person.

There are two fundamental hypothesis of perception. The first is the base up hypothesis what begins at the most reduced sensory levels. The last is the hierarchical hypothesis what begins by "feeling" tangible information on receptors.

1. The Bottom-up Theory

The base up hypothesis can be handled in the human day by day exercises. At the point when the human noticing a tree, the tangible framework gathered the primary information of the tree, like the level and vertical places of the tree as the

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singular attributes of the article. The information will be associated with construct complex data of the tree as a distinguished item. It called information driven handling perception (Demuth, 2013). The attributes of the base up hypothesis were the substance and nature of the contribution of tangible which plays a determinative part toward the last perception. In other word, the perception was driven by actual attributes of stimulus.

There are a few perspectives on the base up hypothesis of perception. James (referred to in Bodenhausen and Hugenberg) expressed that base up hypothesis can stand out consequently and might require direct conduct reactions when boosts was showed up without notice, for example, certain lighting and upgrades of an article which is moving toward the observer. Gibson (referred to in Demuth, 2013) expressed that the human perception was controlled by the optical streams which characterized as examples of the climate light. He accepted that people can feel an item through their senses by their capacity of contacting and hearing. Each item that could be gotten by the natural eyes will frame a few perceptions dependent on the data acquired by the receptor framework. The data could be the item form, size, texture, color, taste, and so on.

2. The Top-down Theory

The hierarchical hypothesis impacts the perception through the information, assumptions, or considerations. This perception may be going through the psychological portrayals, computation or reality. Gregory accepted that perception is a demonstration of moving toward speculation arrangement and testing. The explanation of the perception has a capacity as speculations are:

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- a. Perception for the most part permits conduct as per the attributes of non-sense objects. For instance, we react to specific items we have considered to be the entryway despite the fact that we can't see the entire piece of the entryway when it was neither closed nor totally open.
- b. It may be ambiguous. For instance, the Necker shape can make two perceptions. It became shaky dependent on the shape the direction which can unexpectedly change, or flip. The example may be unique in the event that we see across its side.
- c. Objects that are incomprehensible far-fetched will generally be thought as could really be expected. Empty veil of a face is a genuine model. The veils are by and large thought to be typical, in any event, when somebody knows and feels the genuine cover.

In this hypothesis, perception is a functioning course of separating the sensory improvements, their assessments, translations and associations from sensory upgrades. It is the end result of the reproduction, information, inspiration, and feeling of the observer.

2.4.2. Dimensions of Perception

Perception is something that somebody accepts dependent on what something looks like. The fact of the matter is the chance of somebody having various perceptions about perception is an interaction for know something through human explanation, which affects individuals' cognizance conviction about something.

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The meanings of perceptions are taken from certain experts. According to Angel (2015), a perception is the manner in which individuals consider something in their environmental factors. An perception is shaped beginning from the eyes, then, at that point, it gets the upgrades and creates physiological cycle to bring out perceptions. It implies that student's abstract through their perception which occur in class dependent on their encounters and feelings. Individuals might have various perceptions, it relies upon their physiological cycle like necessities and interests. As per Sidhu (2003), student's perceptions are student's perspective toward something that occurred in learning process. Thusly, student's perception is the means by which student's idea to reaction what they done for sure they learned.

As indicated by Bimo (1980), perception is an interaction by detecting capacity, which is acknowledged by individual improvement through sensor's cycle. Besides, Alex (2003) expressed that perception is a course of getting, choosing, arranging, deciphering, assessing, and giving response to upgrades of faculties or information. In view of the explanations, it can be summed up that perception is cycle of getting the upgrades from certain articles or other through the senses, after that those boosts are coordinated and deciphered, and for the last is giving a few responses.

Perception is the method involved with giving a significance to the climate of the individual, the perception likewise incorporates informatio. It mean perception can be characterized as experience of items, occasions, and connections that be acquired by closing data and decipher the message. Leavitt (1986) gives the

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meaning of perception as a view or seeing specifically how somebody perspectives or mean something.

Perception is controlled by its importance to the requirements; it implies somebody will have a positive perception about something in the event that it suitable to his/her necessities. People can feel incitement or improvement from inside and outside his/her own since was conceived. In the the science of the communication, perception is an intellectual interaction through sight, hearing, and feeling that accomplished by everybody in comprehension of data about climate (Wade and Travis, 2007).

According to Robbin (2001), perception is an interaction which individual puts together and deciphers their sensory impression to give importance to their data. Thus, every individual will decipher data that has been gotten from outside or climate after that they can give significance toward the data. In Robbins perceptual interaction, the initial step of perception is from something else in our current circumstance that invigorate our receptors until we show our consideration and interest, later through the enrollment come out understanding followed by activity with assessment, and reason. From the explanation above can conclude perception is a singular's viewpoint toward improvement in the climate through the course of comprehension and full of feeling processes that are impacted by different things, for example, earlier information, needs, temperaments, schooling, and different variables that can give distinctive importance and will influence the conduct and perspectives of people.

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Besides, perception includes experience in it, and as indicated by Venon (1999), there are three elements of perception based on one's experience. They are the understanding of the item, the view, and the activity toward the article.

a. Understanding

Understanding here essentially as commonly perceived resembles a knowledge round something and it knows how to do it competently. It is the adaptability of reasoning and acting dependent on what one knows (Perkins, 1988). Understanding includes the method involved with choosing and arranging data.

Because of that, it can be reasoned that arrangement here is similarity and cognizance of connection between that somebody itself and data. From data, he/she can give an execution from his/her perception for preferred activity over others. It is the justification for why the EFL lecturer needs to comprehend the media used well like the instructional media, its part, the technique for it, the system, and the others. The arrangement here is for the most part required in the Perception of media use.

b. View

The word view alludes to how to think and pass judgment on something. As indicated by Ramsey (1996), view here is instinct from the clear truth. As seen from Ramsey's definition, the standpoint can decipher what we need to do very much dependent on the experience. The execution of media used in teaching learning of English requirements somebody's view that, assuming it tends to be, has a lot of involvement. From the experience, somebody can close and decide its

method. Nick (2006) asserted that standpoint resembles assessment, confidence, and conclusion conveyed by certainty.

In a specific case, a view or assessment isn't consistently essentially upheld by proof, and this sort of view is known as an abstract assertion. The English lecturers might pass judgment on the parts of digital media which are in accordance with the parts of English language educating dependent on their encounters of using it. Their perspectives on digital media will be carried out in English language educating for this situation identified with the plan, approach, and technique. As such, how the lecturer's view on digital media can meet the English language educating parts.

c. Action

Activity can be characterized as something that we do. According to Dretske (1998), activity is a causal cycle that starts with the aims that are completed in a type of substantial movements that ultimately impact the climate. The activity happens to somebody that has a reason and focus to accomplish what she/he will. It is common with EFL lecturers. They need to do an activity to increment from what she/he has understood and viewed from the experience of another person or the experience from his/her investigation. In light of the depiction above, it tends to be reasoned that perception alludes to understanding, view, and action.

2.4.3. Characteristics of Perception

This part drawn from Nelson and Quick's (1997) brief portrayal of the three significant attributes that impact one's perception of others:

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a. Perceivers-Specific Characteristics

One of the perceivers' particular factors that impact perception is experience with the object of perception. Commonality suggests that, contrasted with others, somebody is better situated to mention objective facts prompting better relative capacity to show up at predominant choices about a specific situation. However, they should take note of that to see somebody precisely they more likely than not produced exact information on that individual during the phase of perception. This is on the grounds that the connection among commonality and exactness isn't dependably immediate. Somebody's mind-set is another significant element that influences the manner in which one sees others.

Generally, the distinction in the responses to condition is a function of the state of happiness or sadness in which someone finds them. Hence, they tend to more easily remember information that identifies with moods than the one that do not. The self-concept of the perceiver is also a critical determinant of perception. Essentially, people that own high self-concepts generally tend to perceive positive attributes in other people, while, people with negative self-concepts tend to perceive terrible attributes in others. Therefore, an extra understanding of self allows people to have an extra accurate perception of others. The cognitive structure, that is, a person's thought pattern of thinking equally determines his/her perception in significant ways. While some people are inclined to perceive physical characteristics such as height, weight, and appearance others pay more attention to central traits or personality dispositions. However, there are people

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which can be able to perceiving most of these tendencies at the same time in preference to focusing on only one element.

b. Target-Specific Characteristics

Social perception is additionally impacted by specific qualities that are explicit to the individual being seen (for example the objective). One of the main objective explicit attributes is the actual appearance of the apparent. A portion of these qualities incorporate stature, weight, assessed age, race and sex. All the more critically, perceivers think that it is easier to choose those appearance attributes incorporate an extremely tall individual, a lively youngster just as novices inside a local area. Verbal correspondences out of which perceivers evaluate an objectives voice tone, emphasize and related factors additionally influence his/her perception.

Besides, the nonverbal correspondence contains a great deal of data through which an individual is seen. Eye to eye connection, looks, body developments and stance are highlights that guide the perceiver's impression of the objective. But, while facial impressions will quite often pass on broad implications, nonverbal correspondence represents a test of having various implications in various societies. Notice should likewise be made of the job of the expectations of the objective as induced by the perceiver.

c. Situation-Specific Characteristics

This is an significant component that influences the feeling that is shaped with regards to somebody by a person. In other words, the social setting of the association is a significant impact. For example anyone that cooperates with the

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Chief leader of a bank in a political convention would positively disappear with an alternate impression of him/her contrasted with meeting him in his/her bank office. "In Japan, social setting is vital. Business conversations subsequent to working hours are or at lunch are restrictions. In the event that somebody attempts to lecture business during these occasions, they might be seen as impolite."

The strength of situational signs frequently gives obvious signs of conduct that are satisfactory inside specific ecological settings. Accordingly, there are specific circumstances that impact the conduct of a person, which don't really influence the attitude of that person. This is the thing that is alluded to as the limiting rule in friendly perception. A delineation of this standard is the point at which somebody interacts with an amiable bank advertising official that goes on to look into distraction, and information on assistance conveyance in the financial business. Essentially, in this specific circumstance, this individual is prospecting for clients to whom he expects to present the administrations of his/her bank.

2.4.4. The Process of Perception

2.4.4.1. Sensory Stimulation and Selection

Sensory stimulation is self-defining: our senses are bombarded through stimuli. We listen, contact, taste, see, or scent something. The neurological receptors related to these senses are stimulated, and this stimuli races to the mind for processing. But, there may be a trouble. We cannot attend to all of the stimuli we experience. Given the sheer quantity of sensory stimulation, we can't pay attention to all of it. We need to interact in sensory selection. Sensory selection is the process of figuring out which stimulus receives our attention and which

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- stimuli we forget about. As with the rest of the perception process, not often are we aware about this “weeding” procedure happening, yet we have to control the sensory load. As we experience a flood of stimuli, four factors have an effect on what we are aware of and what we forget about:

Second is interest. We pay for extra attention to the ones things we experience. Scanning channels on TV is a good instance of this process. We click thru **numerous** channels pretty rapidly till something catches our interest. We pause on a channel for a moment, and if the interest keeps, we stop changing channels; if not, we keep the hunt. As we communicate face-to-face, we track in and out of conversations because the topics exchange. A communication about a soccer game may not keep our interest, however a communication about music might also pull us in. Interest also permits us to understand more detail in those things we experience. Intense soccer enthusiasts will see details of play development and strategy casual fans might not understand. The better interest in the sport leads the fan to learn more, and the more the fan learns, the greater the fan can understand.

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Third are expectancies. We pay extra attention to those matters we believe we are supposed to experience. There are aspects to this dynamic. On one hand, if we consider we will experience something, we are more likely to attention on the stimuli fulfilling that expectation and forget about contrary input. Prior to travelling to a new location, if George convinces his best friend Josh, Cleveland is a very dirty city; he will probably “see” a lot of proof fulfilling that expectation. He does not assume to see proof of her negative treatment so he, in impact, blinds himself to certain stimuli.

The last is physiological limitations. Physiological barriers refer to simple sensory limitations; one or more of our senses is limited as to how nicely it will function. For people who wear glasses, the world is blurred without corrective lenses; what they could feel is very limited by a physical problem. Listening to losses, diminishment of taste and smell, and loss of contact sensitivity can all cause us to have limits on what we will experience. Many who have extreme physiological barriers often compensate by using different senses in a heightened way. A person who is blind may additionally attend to sounds at a much higher degree than a sighted person, using those sounds as a mechanism for discerning his environment.

2.4.4.2. Organization

Once our senses had been stimulated, we move to the second level of perception, organization. Organization is the technique of taking the stimuli and placing them into some pattern we can recognize. As an analogy, while we come home from the grocery store with numerous bags, we sort the one's bags into the

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correct cabinets, organizing the objects so their placement makes sense for later use. How we recognize this process of organization comes from the Gestalt principle. Gestalt is German for “pattern” or “form,” and the theories deal with how we translate external stimuli into mental images. Developed in the early twentieth century, Gestalt theory states how we process stimuli is a complicated process mixing external stimuli with internal approaches (Rock & Palmer, 1990). In different words, how we understand the external world is heavily decided by internal impacts. There are four variables affecting how we arrange the stimuli we encounter:

The first is styles. Styles are pre-existing "templates" we use to order stimuli. These are ways of organizing the stimuli that we have learned and carry with us. As children we are taught basic shapes, like "square," "triangle," and "circle," so while we experience a stimulus fitting those templates, we will make sense of what we see. Parents educate children on what it means to be "rude" or "fine," so we learn how to make the experience of behavior by the use of those learned templates.

The second is proximity. Proximity refers to how we see one item in relation to what is around it. We do not simply see someone; we see the person within their environment which impacts our interpretation of that person. a specific dynamic of proximity is the figure-ground relationship. The figure-ground relationship posits that as our attention on the object (the figure) and the background (the environment) exchanges, interpretation changes. In applying the concept of figure-ground to people, consider professors. Seeing a professor on

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campus is unremarkable; we assume little of it. If, however, we see them late at night coming out of a bar with a questionable recognition, our perception can be altered based on seeing them in that background. Another factor of proximity is grouping. We tend to assign comparable traits and characteristics to objects that are grouped collectively. We assume these similarities even though we know nothing about the personality traits of the people

The third is simplicity. As we now recognize, we are driven to lower uncertainty and make feel of the world around us. In lowering uncertainty, we generally tend to prefer the easiest, least complicated perception of someone or event; we like simple perceptions. First impressions are so effective because once we have created an initial perception; it is far easier to maintain it than change it. It is difficult for us to change our perceptions because changing our minds causes complexity, and the drive for simplicity is a powerful, countering force. This drive to simplicity impacts how we perceive people.

The power of stereotyping is simplicity. Stereotypes are generalizations about a group of people classified through an external marker, like sex, and skin shade. In other words, the use of stereotypes as guidelines for how characters are to be portrayed is seen as more favorable than portraying a person in non-stereotypical methods. We see portrayals of Arabs as either oil billionaires or terrorists; or in the news about a natural disaster in Mexico, the locals are proven as patient and passive, and in need of assistance from the United States. African American girls used to be portrayed as domestics but now are more likely to be visible in the background as homeless people, a prostitute, or angry black women.

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Asian Americans are shown as academically proficient or as without friends, and not much else. Caucasians do not get away with the broad brush of stereotypes in the media; they may likewise typecast as the clueless father, the dizzy, frantic mother, or the spoiled child. As those stereotypes fill our televisions and movement to our electronic devices, they reinforce the existence of the stereotype in an effective cycle.

The last is closure. The closure is the psychological drive for completeness. Once more, with our effective need to lower uncertainty, it is much more comfortable to perceive a whole, complete image than partial pictures that do not appear to make sense. As a result, we can fill in missing stimuli to make the incomplete appear whole. Engaging enclosure, while perfectly natural, also can be dangerous. For some, once they fill within the missing data, they will take it as truth, not supposition. Their assumption becomes a false fact. The variety of interpersonal conflicts caused by what we expect about the other is staggering. While we use closure, we assume our internal ideals are true about external stimuli, and the possibility of errors is very high. Even as closure can give us temporary pleasure, we need to be receiver-based and recognize our assumptions can be wrong and have to be examined for accuracy. As the fact of the situation emerges, we then alter our perception of the event.

2.4.4.3. Interpretation

After sensing the stimuli and organizing them into something recognizable, we attach a label; we interpret it. The interpretation level is where we make sense of what we have skilled; we decide what it means to us. From the

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communication version, we realize how we interpret input is decided by our area of experience; we learn how to see the world. There are some of processes impacting how we interpret the stimuli.

The first is implicit personality theories. While we see one trait, including gender, we make all kinds of assumptions as to what the character is like; we expect the presence of trait the presence of traits B, C, D, and so forth. Kinds of implicit character theories are the halo effect and stereotyping. The halo effect is our belief that traits tend to cluster, that traits “naturally” appear in groups. We tend to expect positive traits simply normally cross collectively; as soon as we enjoy one trait, we expect other developments just fall into area. This is maximum important with attractiveness. As Asch determined, we generally tend to anticipate the ones we see as “attractive” have multiple, superb developments, whether we've got without delay experienced them or not, and for the ones we find unattractive, we tend to expect multiple, negative traits. Obviously, our perceptions might be very far off in this kind of process. Because of these perceptual impacts, this tendency to cluster traits is quite strong and can be difficult to counter.

Stereotyping is more extreme kind of implicit character theory. Even as the halo effect links traits to each other, stereotyping links traits to human beings. Stereotyping is the association of traits with a group of people generally classified by an external marker. We organization people most often by some trait we can study, including gender, race, skin color, weight, height, or hair color, and then, we expect what we think is real of that group is true of each individual. The

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danger with stereotyping is believing and acting as if our stereotype is true, regardless of actual, direct experience. The second is assumed similarity/assumed dissimilarity. While first meeting people, we make a very short evaluation of how similar or different we are. We see similarities or variations in gender, age, body size, demeanor, dress, and other such superficial features.

The third is self-fulfilling prophecies. A self-fulfilling prophecy has three levels: prediction, action, and verification. We expect something. We then act, often unconsciously, in a way that makes it come true. As soon as it comes real, we have then proven our prediction. If Sterling says to him, "I cannot pass the test," he is less likely to study. This inadequate preparation leads Sterling to fail, therefore verifying the initial prediction. If a student has a firmly held expectation about an teacher being boring, they may be much more likely to look for evidence the teacher is boring instead of allowing their perception of the teacher to be based on what the teacher definitely does in the classroom. Self-fulfilling prophecies distort perceptions by distorting our focus.

The fourth is perceptual defense. Perceptual defense is our drive to keep present or strongly desired interpretations. The strength of simplicity tells us that changing interpretations may be very discomforting. We do not want to trade how we look at something, particularly when the desired change is from a comfortable, less troubling interpretation to a more troubling one. Our tendency to search for proof supporting what we want to be proper is confirmation bias. Confirmation bias is our tendency to emphasize and attend to proof that supports conclusions we prefer, and conversely our tendency to minimize and forget about evidence this is contrary to our preferred perceptions (RationalWiki, 2013).

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Parents do not want to see their children having problem socially or physically, but if they do not shift their belief and acknowledge truth, they will not be pushed to seek help for their kids. As our parent's age, we do not want to look them beginning to fail physically or mentally. We do not like to see our loved ones moving closer to death, but if we do not acknowledge those changes, we cannot take measures to aid our parents of their advanced years.

The last is social pressure. Acceptance and belongingness are essential human drives. One way to meet those needs is to share perceptions. We will tend to laugh along with others, even though we are not exactly certain what is funny. As we communicate to our buddies, we obviously share how we see the world, they share how they see the world, and we tend to conform to every different. While confronted with the selection of having different perception and risking reputation, or having a similar perception and enhancing acceptance, we frequently gravitate to the shared perception.

As with other perceptual processes, the danger with social pressure and a herd mentality does not understand how our personal beliefs, values, and behaviors can be compromised. We may act in ways that, upon reflection, are inconsistent with long-held beliefs. For instance, a common problem for new university students is balancing locating a place of acceptance and inclusion on campus without giving in to social pressures to act in uncomfortable ways including drinking alcohol. Sometimes the conflict of social pressures to drink and one's personal perception carefully becomes quite strong and can lead to some compromising choices.

2.5. Related Studies

Before the researcher conducted this research, the researcher studied the previous researches related to the topic. There are some relevant researches which can be used as the previous study to this research those are:

First, a research directed by Sesilia Ariani a thesis for the fulfillment of the requirements of bachelor degree of English Faculty of Teacher Training and Education University of Widya Mandala Catholic: "English Department Students' Perception on Instructional Media Used to Teach Introduction to Linguistics and Discourse Analysis". This review endeavors to portray the students' view of instructional media used to show semantics subjects and to research the sorts of instructional media that the students of the English Department generally like. The examination used in this review was the mixing method. The information required was gathered through appropriated of poll to the members of this review and was reinforced by an interview. The review showed that generally the students had a positive view of the three instructional media.

The second was a case study research directed by Enessen in 2017. This proposal project with specialization on English studies in Education University of Malmo Sweden "Lecturer's Perceptions of Digital Literacy in a L2 Classroom". This qualitative case study analysis researches L2-lecturers' perceptions and mix of computerized proficiency. Two subjective were directed, one gathering meeting with two participant, and one meeting with a single participant. The meetings expected to look into lecturers' instructive decisions in regards to digital proficiency, reasonableness on digital issues, and the impression of the

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educational program with carefully as a viewpoint and thought. To answer these plans, three subjects were taken on.: pedagogy, practicality, and curriculum. There meant that lecturers were split between various philosophies that impacted their classroom innovation use. These philosophical issues subsequently impacted factors like beliefs, explicitness, the responsibility of work, creativity, and criticality, which were factors partitioning the lecturers separated concerning their perspective on higher education.

The third was a case research directed by Fitrah Aulia in 2020. This venture with specialization on Sociolinguistic course in Raden Intan State Islamic University "How the Implementation of Digital Media in English Using Padlet?: Qualitative Exploration Interactively". This subjective review researched 69 students from three classes of Sociolinguistics course about the execution of digital media in English using Padlet. A qualitative reasearch was directed to accumulate top to bottom understanding. In examining the information, the researcher broke down them intelligently. There was a varieties answer from various classes identified with the motivation of students in the learning system of Padlet.

The fourth research was led by Venny Eka in 2016. The review was directed at University of Indraprasta PGRI, Jakarta, entitled The Using of Digital Media to Enhance Teaching and Learning English on the Well-being of Indonesian Students. It investigated the encounters of students at fifth semester upheld the theory that language challenges impact the degree of mental prosperity among Indonesian students. This was a qualitative study and the review were tied

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in with investigating issues, understanding the peculiarities of using new digital media, and addressing questions intends to assemble an inside and out comprehension of human conduct and the reasons that oversee such conduct. The discoveries support the conclusion that the using of digital media helps the English language capability, and lessens the degrees of social pressure, scholastic hardships, and negative feelings among Indonesian students went up against with different students across the world.

The fifth research was directed by Tubagus Zam in 2019. The study was directed at Jambi University, named "The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students". This review planned to inspect the used of social media in English language learning by the students of English Study Program at Jambi University. This review applied an exploratory review to examine the used of social media for English language learning. The researcher used a review and semi-organized interview in gathering the information. Sixty-seven students partook to answer the survey and ten members were interviewed, arbitrarily chose from members who addressed the poll. Essential factual investigation was used to dissect quantitative information from the survey, and the information from interviews were broke down using phenomenological case examination joined with coding specifically. The discoveries demonstrated that a scope of web-based media particularly Instagram and Facebook are used by the students. Moreover, it advances social media use and urges students to use social media to further develop their English language abilities. Furthermore, the social media, which is for the most part used in learning

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English by the college students of English Study Program at Jambi University, is Instagram, and they typically use the web-based media for learning English at home.

The sixth study was directed by Ignatius Harjanto in 2021. The review was directed at Widya Mandala Catholic University, named "The Preference for English in Digital Media among Indonesian Millennial". This review planned to research the role of English on satellite TV projects and web-based media posts for Indonesian millennial, their language inclination, and the results of language inclination on their public character. A concurrent embedded mixed methods design collecting quantitative and qualitative data was helped out through short articles and shut surveys. The two inquiries of essay writing and close questionnaire were shipped off students of private secondary schools in two major urban communities (Jakarta and Surabaya), aged 18 to 20 years of age on the web. The survey things were in various decision and the short passage exposition clarified the significance of TV projects and online media posts for learning English. Subsequent to being examined, 989 respondents' article reactions were dissected. The finding showed that TV projects and web-based media presents were asserted on play significant parts of English learning assets. Despite the fact that they rehearsed English through online media, they felt that they actually kept themselves as Indonesians when using English via web-based media.

The seventh study was directed by Ollaf Yoki in 2021. The study was led at SMAN 9 Padang, named "English Teachers' Perceptions on the Use of Technology-Based Media in Teaching English during Covid-19 Pandemic: A

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Descriptive Study At SMA N 9 Padang". This review was restricted to zeroing in on lecturers in the used of computerized based innovation media in English learning in Senior High School. The instruments of this examination were a questionnaire test and a teachers's perception questionnaire. The test comprised of 50 inquiries and the poll comprised of four marks of the advantages of the lecturers. The number population in this examination was the lecturers of SMAN 9 Padang. The outcome shows that teachnology media were more powerful for English lecturers. The mean score on the poll was 1.02.

The eighth study was led by Muhammad Riza. The study was directed at SMP Immanuel Pontianak, named "Using Multimedia in Teaching English to Junior High School Students". The pointed of this examination was to research the lecturer's readiness and execution in teaching learning English by using interactive media in SMP Immanuel Pontianak. The technique used in this exploration was case study where the subjects of examination were two English lecturers. The outcome observed that in the planning the lecturers get the materials from certain sources, for instance web, books, and recordings. The lecturers dealt with an issue, which is the limit of the gadgets. While in execution the lecturer ordinarily used videos in pre-activity, and afterward using power-point to explain the materials. The lecturers rarely give the evaluation that elaborate the students using multimedia.

The ninth review was directed by Urai Salam in 2020. The title of the review was The Students' Use of Google Classroom in Learning English. This review examined the students' used of Google Classroom in English language

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learning. The information were gotten from Likert Scale polls including open-finished inquiries appropriated to 119 English Education students. There were five viewpoints canvassed in the questionnaire: admittance to Google Classroom, seen convenience, correspondence and collaboration, educational conveyance and students' fulfillment. In the mean time, open-ended asked students' genuine encounters. The outcome showed the mean score with the accompanying conveyance: 4,49 for simple admittance to GC, 3,93 for saw helpfulness, 3,63 for correspondence and cooperation, 4,10 for informative conveyance, and 3,82 for students' fulfillment. A few students shared their encounters in using Google Classroom. Some of them said that Google Classroom carried their courses to their face so they can partake and proceed with work on their classes past the functioning hours. Indeed, even a significant number of them actually worked and transferred their tasks till 12 PM. Despite these positive discoveries, the review uncovered that a few students fell into genuine dependence via online media innovation.

The tenth study was directed by Zahro Hasana in 2020. The exploration was directed at SMK Telkom Malang, named "Applying Digital Media in English Foreign Language Classroom at SMK Telkom Malang". The point of this exploration was to know the applying digital media in English foreign language at SMK Telkom Malang. A qualitative approach was used in which the analyst used perception, meetings and documentation to gather the information. It was observed that the lecturer applies an digital media like Quizizz, PowerPoint, and YouTube video in the class. Lecturers experience a few snags while carrying out

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digital media in the classroom including web association, students' mindfulness and perspectives in using digital appropriately and unsupported gadgets. The arrangement used to conquer this issue was requesting help from the mindful individual from offices at school and use customary techniques. It tends to be inferred that the used of digital media in the teaching and learning process has a positive and exceptionally supportive effect.

The eleventh study was directed by Pupung Purnawarman in 2016. The exploration was led at a senior secondary school in Bandung, named "The Use of Edmodo in Teaching Writing in A Blended Learning Setting". This exploration used a qualitative approach with case study design. The exploration included 17 members from the eleventh grade of a senior high school in Bandung, Indonesia. The information were gathered through observations, document analysis, interviews, and questionnaires. The outcomes showed that in teaching writing, it was feasible to coordinate Edmodo into GBA writing cycles. Edmodo likewise worked with students' commitment intellectually during study hall meetings. The students showed different reactions towards the used of Edmodo dependent on the Uses and Gratification Theory (UGT) system. A few issues on the used of Edmodo distinguished in this exploration were transmission capacity, disarray in using Edmodo, incongruence of cell phone applications, and students' need responsibilities regarding learning. The ideas for the power and spaces of additional exploration are introduced.

The twelfth review was directed by Sumardi in 2020. The title of the exploration was Edmodo Impacts: Mediating Digital Class and Assessment in

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English Language Teaching. This review set off to investigate how Edmodo was used to intervene digital class in English language educating (ELT); how Edmodo worked with students' commitment during the class; and how Edmodo interceded lecturers to evaluate students' learning results. A qualitative approach was used and 286 students from an auxiliary school willfully took part in this review. Interviews, online mini-polling, and document analysis were deployed as data collection methods, and data were validated by triangulation and analyzed by following the interactive model data analysis. It uncovered that Edmodo was a compelling mode to intervene digital class in ELT as the students could connect with their lecturers, friends, and course substance viably, both inside and outside the classroom. The students' commitment was additionally better in contrast with that of the face-to-face classroom. At last, Edmodo very much intervened lecturers to do the PC based test (CBT); it was an exact method of evaluation as no cheatings were worked with; the legitimacy, and unwavering quality of the test could be well refined.

The thirteenth study was led by Rizal Wahid in 2021. The exploration was led at SMP Negeri Satu Atap Jarit, East Java, named "Working on the Students' Motivation in Learning English through Google Meet during the Digital media". In this examination, the researcher led the Classroom Action Research (CAR) managing the used of Google Meet (GM) to work on the students' motivation in learning English during the digital media. The exploration subject was the seventh grade students of SMP Negeri Satu Atap Jarit. The exploration was led in two cycles. In cycle I, it showed that there was an expansion of students' inspiration in

learning English. The increment of students' motivation was 61, 8%. Shockingly, in cycle II, the analyst observed that the Google meet fundamentally worked on the students' motivation up to 79, 4%. The outcome showed that the students effectively take part and participate in the teaching learning process. Because of the GM application, the students were exceptionally energetic to react and respond to the a few inquiries, and offer their thoughts identified with the subject of the gathering. Furthermore, the increment of students' motivation affected student improvement to form sentences accurately identified with the given tasks. In light of the consequence of information investigation, the researcher made an inference that the used of GM could altogether influence students' motivation in learning English during the virtual learning.

The fourteenth study was directed by Mohd Bilal in 2018. The exploration was directed at Arab Universities, named "Viability of E-learning Mode for Teaching English Language in Arab Universities". The review explored the viability of using e-learning stage to show the English language to students in Arab colleges. Information was gathered using a questionnaire and analyze using excel data analysis tool. Results uncovered that e-learning stage is a viable stage for teaching English language. Members held that they learned better by means of e-learning and that all English language courses ought to be instructed through the e-learning mode. They consider e-learning platform as appropriate and better means for acquiring vocabulary, developing speaking skills, English language grammar, reading skills, writing skills, listening skills, and as a superior method of upgrading execution in English than the traditional classroom mode. They see e-learning as a superior instrument for testing and assessment and lean toward it to

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other customary strategies. Conclusion: e-learning can be more compelling in learning English than the face-to-face classroom framework.

The last study was directed by Al Maqtri in 2014. The research was directed at the Departments of English at Colleges of Sciences and Arts of King Khalid University, named "How Effective is E-learning in Teaching English? : A Case Study". The study was explored the present status of E-learning in teaching English in the English Departments in King Khalid University in the Kingdom of Saudi Arabia(KSA). The case study method was used to accumulate the necessary information. To accomplish the targets of the review eight inquiries were posed. The appropriate response of these inquiries sums up the aftereffects of the concentrate as follows: male and female lecturers both consider E-learning through Blackboard (Bb) compelling. As a rule, both male and female students don't consider E-learning compelling however females have a more uplifting perspective to E-learning than their male partners. Information show that students are not persuaded to work with E-learning. Results additionally show that students miss use Blackboard framework in huge scope copyright infringement. A web-based test was viewed as more powerful than tasks however a few students don't lean toward that. With the exception of actually looking at participation and somewhat browsing messages, any remaining Blackboard related exercises were never drawn closer by the students. A significant number of students and young ladies specifically, said they don't approach Internet. Accordingly, E-learning was viewed as not to improve the English learning any. The paper finishes up by proposing a few proposals and ideas.

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Based on the explanation above, the previous studies show that kinds of media can give an essential role to improve English language teaching. There were many studies conducted above with various media and different methodology. The focus of the researcher from the previous studies was on digital media used by the English lecturers.

2.6. Conceptual Framework

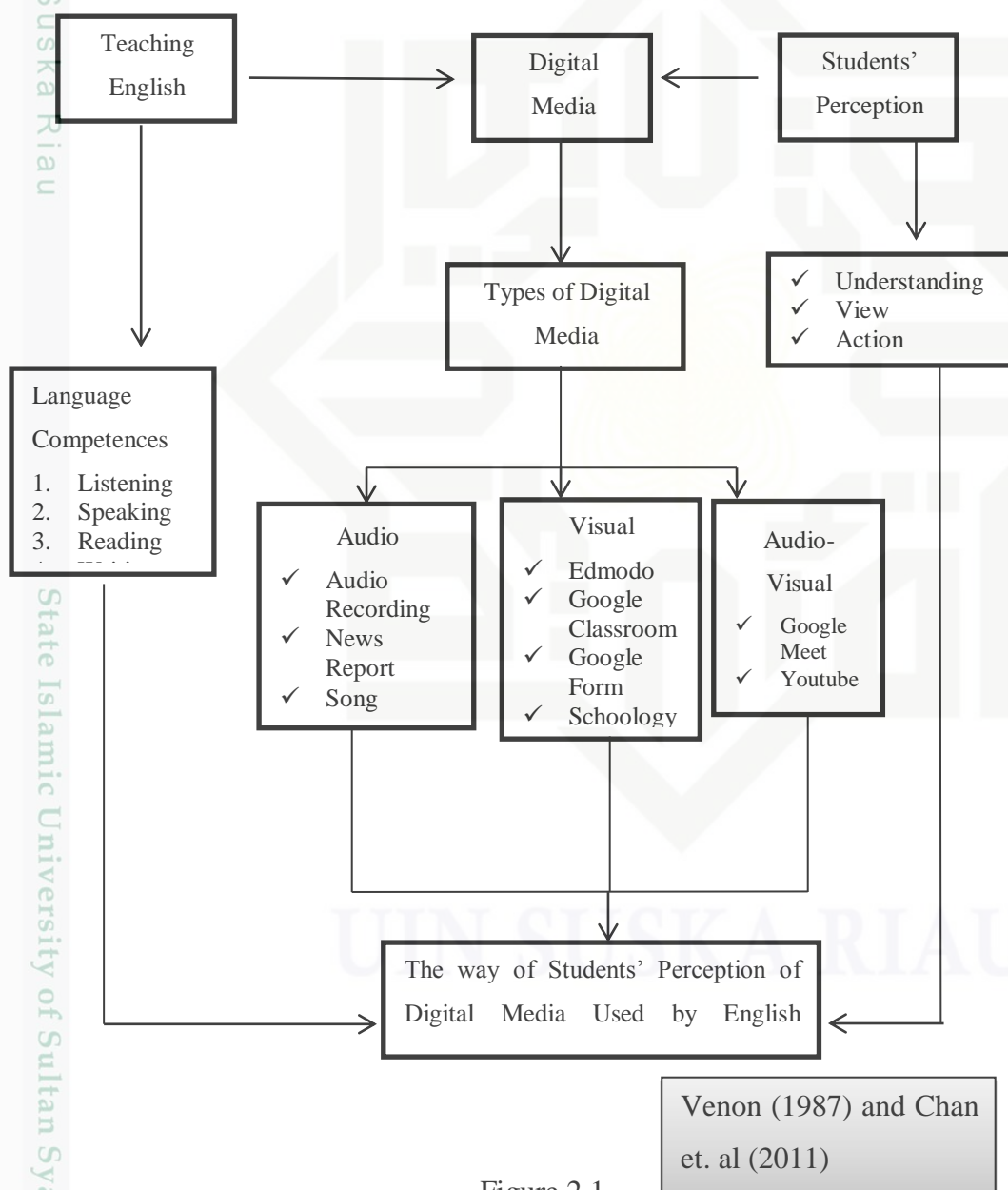


Figure 2.1
Conceptual Framework of Digital media on Students' English Learning

The conceptual framework above described the research which had been conducted by the researcher. The research was a case study qualitative research which described about the students' perception toward digital media used by English lecturers in teaching English and also the benefit of it.

In English Language Teaching, the lecturer was facilitator. In teaching, the lecturer used digital media as on the web and disconnected (up close and personal) learning. Also the research depicted the students' impression of digital media that the lecturers use as a technique in teaching.

The students' perception could be as assessment for the lecturers, so the lecturers could apply the media or the best dependent on the students need, like Digital Media.

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CHAPTER III

METHOD OF THE RESEARCH

3.1. Research Design

The study was a descriptive study aimed at providing description pertaining to the kind of data gathered and analyzed. This research is qualitative research. As indicated by Graham (1995) expressed that qualitative study is concerned with the depiction and explanation of peculiarities as they happen in everyday practice, standard indigenous habitat. In this research, the researcher used descriptive study to depict the Digital media used in English teaching and learning process in higher education particularly in colleges.

3.2. Participant

The participants of this study were nine students at the third semester of English Department at one of colleges in Riau. The researcher used purposive sample to take the member of the research. The researcher took the participants that have used digital media in learning English.

3.3. Data Collection Technique

The study was efficiently done through the qualitative approach. To get the necessary information and data for this research, observation, interview, and documentation were led as the instruments. The particular strides of observation and interviews are introduced underneath.

3.3.1. Observation

Observation is a complex research strategy since it regularly requires the researcher to play various jobs and to use various procedures, including her/his five detects, to gather information (Baker, 2006).

In this study, researcher gathered information through perceptions of lecturers, students, and the climate that happened in the classroom. During the exploration, researcher sat at the exceptionally back of the class. The researcher led research one time per week and it required 2 hours in a single gathering. Researcher doesn't collaborate with students or lecture during the educating and learning process in the classroom. The researcher's assignment is to notice and record the encounters of lecture and students in the classroom and their communications with one another identified with digital media.

3.3.2. Interview

Nazir (1999) expressed that interview is the interaction to get explanation by posing inquiries up close and personal among researcher and respondent using interview guide. Interview has been used broadly across every one of the disciplines of the sociologies and in educational research as a critical procedure of information assortment. This has lead to significant variety in the structure and way of interviewing just as the result of such a methodology. Researcher has moved toward the interview in such countless various ways that wide kinds of interview can be identified. The distinctions allude to issues, for example, the idea of the inquiries posed, the level of command over by the questioner, the quantities of individuals included, and the general place of the meeting in the examination

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plan itself. Meet is a discourse which is finished by questioner to acquire data by questioner. The researcher as interviewer gives a few inquiries, request explanation, observe, and so on. The interviewer addresses the inquiry, clarify and once in a while give question back to the interviewer.

Considering of the explanation above, it may be inferred that in this research, interview was used to get the information from the students of English Department in university.

3.3.3. Documentation

Documentation strategy is a method of information assortment by gathering and analyzing documents, regardless of whether composed reports, drawings and electronic. Documents are basically written texts which identify with some part of the social world. Such written texts or archives range from true reports to private and individual records, for example, journals, letters and photos, which might have been expected for the public look.

3.4. Data Analysis Techniques

Data analysis is a work which was finished by researcher to accept the information precisely. Subsequent to gathering the information, researcher examined the information. It can be characterized as the most common way of examining information needed from the result of the research. Qualitative information was needed from the consequence of the examination. Subjective information in this research was acquired from interview to the writing lecturers.

The Steps of analyzing data in this exploration are:

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3.4.1. Transcribing

Data assembled from interviews were recorded in Indonesia Language. In getting sorted out this, cautious evaluation on the record result, by re paying attention to the recording of every discussion while perusing the record. The recorded interviews were deciphered by the agent into English (Raihani, 2006). The record was interpreted in word for word style and sent off the members of interview to do the member checking up.

3.4.2. Identify topics (Coding)

Subsequent to deciphering all information from meet the subsequent advance was the inductive coding dependent on the specialist's examination topic. Then, at that point, the analyst sorted by subject. Monastery coding technique was used in recognizing the subject of the information, wherein, some code identified with the topic was given at certain pieces of the information record, in light of the subjects that have been planned.

3.4.3. Categorizing

The following step was classifying every one of the information into group all together. The information was not valuable for the review were decreased. The researcher sorted the primary topic and the sub-subject of the whole subjects identified with the study. Subsequent to sorting the subject, the outline of the case was drawn. Subsequent to translating all information from interview, the subsequent advance was the inductive coding dependent on the examiner's examination subject. Then, at that point, the researcher classified by the subject. Prior coding method was used in recognizing the subject of the information,

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where, some code identified with the point was given at certain pieces of the information record, in view of the topics that have been planned. This study was come about because of the qualitative methodology, and the decision of the cases and the donors. As the question litigants were quite small, their perspectives of the logical methodology and the execution of logical way to deal with defeat it probably won't imply every one of the perspectives on others in the school, including lecturers. Nonetheless, questioning every one individual in the schools would be past the researcher's capacity, would overlook the rule of willfulness in the review interest, and would not adjust to the triangulation method used through various viewpoints on the logical methodology. Thus, the subjectivity of participants will be diminished by such a triangulation (Raihani, 2006)

3.4.4. Interpreting

After classifying the information, researcher needed to decipher information, gave the meaning to data, assessed, conclude, reacted fittingly and predicts the outcome, identification and assessment. Yet, prior to deciphering the information, the researcher needs to dissect the result of the information from interview that previously being given to the lecturers. The next stage after categorizing the theme was interpreting the data based on the group of themes that have been classified. The researcher began to comprehend the information to conclude the review. Since the information was viewed as sufficiently not or complete toward the start, the researcher directed one more perception and interview to gather the extra information that were important to accomplish the purpose of the study.

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CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

Based on the research carried out, it may be concluded that using digital media in the teaching and learning process has a positive and really useful effect. Technology is an increasing number of developing and has been extensively used in all factors of life, particularly in the world of education. this is the reason why social networking is not simplest a valuable device for improving classrooms but has to also be used as an opportunity to teach college students abilities and make sure using social media is safe and enriching. a number of the digital media most often used by lecturers in the classroom to support studying English are Edmodo and Google classroom. Other digital media are used in certain situations or adjusted to the material to be taught. The lecturers in the class prepare lesson plans and appropriate media based on the material to be taught to students. Problems often faced through lecturers while teaching come from various types such as students, gadgets, or from the lecturers themselves. While the lecturers can analyze the present problems, the lecturers will find a solution in order that the learning process can run easily.

Besides, the students have accepted the implementation of digital media in English language teaching. in line with the finding, the students followed the guideline in the learning process according to the digital media. The lecturer shared the material in the teaching and studying process. Then, the lecturers and the students did the online discussion on the implementation of digital media.

5.2. Recommendation

Based on the results of this study, the researcher would like to give recommendations to English lecturers, future researchers, and EFL students. Firstly, focus on what the lecturers are already using. it will assist lecturers to assess deficiencies while implementing digital media in order that lecturers will make improvements and upgrades or make the latest innovations about media that are more appropriate for the material to learn. Further, the lecturers must understand the use of the application or digital that will be used. The lecturers have to be open-minded towards new strategies for teaching. Secondly, the lecturers have to emphasize student perception in the use of digital media in the classroom. some things that must be considered are advantages, results, reliable resources, and attitudes towards digital media. The last is when problems arise; lecturers need to find methods to solve issues that involve the use of digital media. For the next researchers, the next researchers can investigate more than this study has carried out. They are able to look for others or specific digital media in the teaching and studying process.

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APPENDIX 1

Interview guideline of Students' Perception on Digital Media Used by English Lecturers in Teaching English at One of English Department in Riau Province

Research Questions	Method	Guidelines	Source of data
1. What are digital media used by English lecturers in teaching English?	• Interview • Documentation	1. Bagaimana pemahaman anda mengenai penggunaan digital media? 2. Apakah anda mengenali dengan baik cara penggunaan aplikasi- aplikasi dari ketiga bentuk digital media (Google Meet application, Google Classroom application, Edx Application) yang digunakan oleh dosen dalam pembelajaran?	• Students
2. How are the students' perceptions of digital media used by English lecturers in teaching English?	• Interview • Documentation	3. Bagaimana cara merangsang diri anda agar lebih tertarik dalam mengikuti pembelajaran dengan menggunakan digital media? 4. Apakah dengan pembelajaran dengan menggunakan digital media, anda mampu mengetahui dan memahami materi secara mudah? Mengapa? 5. Apakah dengan menggunakan digital media sebagai media pembelajaran memotivasi anda untuk lebih tertarik dalam mengikuti proses belajar mengajar? 6. Apakah dengan menggunakan digital media sebagai media pembelajaran mampu membangun interaksi sosial	• Students

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	<p>antara mahasiswa dengan mahasiswa lainnya? Mengapa?</p> <p>7. Apakah anda menerima materi yang disampaikan oleh dosen dengan baik ketika menggunakan digital media sebagai media pembelajaran? Mengapa?</p> <p>8. Bagaimana pengalaman anda selama mengikuti pembelajaran menggunakan digital media?</p> <p>9. Bagaimana tanggapan anda ketika penggunaan digital media sebagai media pembelajaran diterapkan disemua mata kuliah daripada pembelajaran didalam kelas/ tatap muka?</p> <p>10. Apa solusi anda mengenai penggunaan digital media sebagai media pembelajaran kedepannnya?</p>	
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APPENDIX 2

TRANSCRIPT OF THE INTERVIEW

1. Description of Informant : Student 1 (S.2.1)

Question	Answer
1. Assalamualaikum warahmatullahi wabarakatuh.	Waalaikumussalam warahmatullahi wabarakatuh
2. Terimakasih atas waktunya kak, sehingga mau terlibat dengan penelitian saya. Kita mulai dengan pertanyaan pertama ya kak.	Iya sama-sama. Baiklah bisa kita mulai kak.
3. Menurut kakak sebagai mahasiswa, apa pentingnya penggunaan digital media dalam proses belajar mengajar?	Digital media mempunyai peran yang sangat penting dalam proses belajar mengajar. Mahasiswa seperti kami membutuhkan pembelajaran yang interaktif, cepat dan mudah dipahami. Jadi itu sangat membantu kami karna biasanya kami cepat bosan dengan pembelajaran biasa tanpa digital media.
4. Bagaimana pemahaman anda mengenai pembelajaran dengan menggunakan Digital Media?	Pemahaman saya tentang pembelajaran dengan menggunakan digital media, yah sebagaimana saya ketahui dimana kita belajar melalui teknologi. Digital media itu memudahkan kita, memudahkan mahasiswa khususnya yang sudah belajar kan kemarin. Itu memudahkan kita dalam segala hal. Maksudnya begini, ketika misal dosen berhalangan datang, kita bisa belajar melalui online yah di sebut online learning. Kemudian ketika dosen memberikan kita tugas, lantas kemudian kita tidak bisa face to face untuk bertemu terus kemudian mengumpulkan tugasnya maka kita bisa menggunakan dengan beberapa aplikasi yang di sediakan. Digital media itu sangat membantu kita dalam belajar.
5. Apa saja jenis digital media yang biasa	Biasanya dosen menggunakan Edmodo, Googl Classrom, Google Meet, dan aplikasi lainnya di

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Hak Cipta milik UIN Suska Riau	digunakan oleh dosen di dalam kelas?	dalam kelas.
6.	Okey, kemudian yang keempat kak, apakah ada kendala dalam pembelajaran dengan menggunakan digital media? Seperti kesulitan dalam menggunakan aplikasi google meet, google classroom dan edx?	Okey google meet itu itu adalah sebuah aplikasi dimana kita dapat belajar melalui video call, terus google classroom itu kita belajar tanpa bertemu langsung tapi kita dapat mengirim tugas-tugas bahkan bisa menjelaskan pembelajaran. Dosen memberikan penjelasan sekaligus kita bisa di absen juga, yah secara online. Edx itu sendiri sesuatu di dalamnya terdapat artikel yang dapat membantu memahami kita untuk mengetahui artikel artikel tersebut melalui aplikasi Edx itu sendiri. Kalau tentang pemahaman saya, awalnya saya sempat tidak paham. Tapi lama kelamaan karena kita memang dituntut untuk tau, otomatis kita jadi tau sendiri.
7.	Bagaimana penerapan penggunaan digital media di dalam kelas?	Biasanya dosen sudah menyiapkan rencana pembelajaran yang sesuai dengan materi yang akan diajarkan di dalam kelas. Dosen juga menyiapkan digital media yang sesuai dengan materi.
8.	Apakah dosen biasanya mengkombinasikan penggunaan digital media dengan media pembelajaran lain untuk menunjang proses belajar mengajar?	Iya, biasanya dosen menggunakan papan tulis juga jika mahasiswa tidak memahami pelajaran dan membutuhkan penjelasan yang lebih detail.
9.	Apakah kalian mudah untuk mengakses digital media ini dalam belajar?	Tentu saja, saya dan teman-teman yang lain bisa mengaksesnya karena di kampus tersedia Wi-Fi dan saya juga mempunyai laptop dan handphone sendiri yang berhubungan dengan aplikasi yang digunakan di kelas.
10.	Kemudian pertanyaan selanjutnya kak, bagaimana cara anda menstimulasi diri anda agar lebih tertarik dalam mengikuti pembelajaran dengan menggunakan	Sebenarnya sih tanpa distimulasi sendiri saya sudah tertarik ketika belajar dengan menggunakan media digital. Sesuatu yang baru ini mudah banget. Bahkan kita bisa belajar dimana saja tanpa perlu pusing memikirkan akan datang terlambat ke kelas. Kan itu sih sebenarnya nggak usah distimulasi juga

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digital media itu?	karena gampang untuk kita tertarik sendiri sih. Karena sesuatu memang hal yang baru jadi sangat membantu juga .saya kira gitu sih.
11. Okey, kemudian dengan pembelajaran menggunakan digital media ini apakah anda lebih mampu memahami materi yang disampaikan oleh dosen?	Sebenarnya apa yang dosen sampaikan ke kita-kita tidak bergantung pada cepat atau tidaknya kita memahami tapi bagaimana pada saat pembelajaran dengan digital media itu bagaimana kita memang fokus mendengarkan, bagaimana kita memang fokus belajar saat itu, dan misalnya mau dibandingkan antara di kelas sama daripada digital media ini yang mana si lebih cepat gitu. Terkadang memang baiknya face to face karena kita bisa bertanya secara langsung ketika ada materi yang tidak kita pahami. Sementara ketika belajar dengan digital media, ada beberapa kendala yang dihadapi, misalnya jaringan tidak memungkinkan, itu menjadi terkendala juga dalam menjelaskan.
12. Kemudian apakah pembelajaran dengan digital media ini membuat anda lebih tertarik dalam proses pembelajaran?	Tentu saja awal mula pembelajaran dengan digital media sudah mampu membuat saya tertarik. Karena dari segi penyampaian materinya saja sudah berbeda dengan pembelajaran dengan metode konvensional.
13. Bagaimana interaksi antar mahasiswa ketika belajar dengan menggunakan digital media di dalam kelas?	Tentu saja ada interaksi diantara saya dan teman-teman atau bahkan dosen, meskipun kami tidak bertatap muka secara langsung. Di aplikasi google meet misalnya, kan kita face to face sebenarnya dan di dalam aplikasi itu memang kita masuk disitu, kita masuk di akun kita. Ketika teman-teman kita persentase melalui google meet, kita bisa melihat apa yang mereka jelaskan ada di layar handphone kita masing-masing. Jadi interaksi antar mahasiswa itu sebenarnya tergantung ketika mereka merespon apa yang teman-teman sampaikan di dalam pembelajaran itu.
14. Terima kasih atas waktunya ya kak. Assalamualaikum.	Iya sama-sama. Waalaikumsalam.

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2. Description of Informant : Student 2 (S.2.2)

Question	Answer
1. Assalamualaikum warahmatullahi wabarakatuh	Waalaikumussalam warahmatullahi wabarakatuh
2. Terima kasih atas waktunya ya kak. Kita mulai dengan pertanyaan pertama. Menurut anda sebagai mahasiswa, apa pentingnya penggunaan digital media dalam proses belajar mengajar?	Media pembelajaran berbasis digital tentu saja mempunyai peran yang sangat penting, yang tidak hanya memudahkan dosen dalam menyampaikan materi, namun juga memberikan pengalaman belajar yang berbeda dan bervariasi sehingga merangsang minat kami sebagai mahasiswa untuk belajar.
3. Bagaimana pemahaman anda mengenai pembelajaran dengan menggunakan Digital Media?	Menurut saya pembelajaran dengan media digital itu lebih menyenangkan daripada tanpa media seperti itu. Apalagi di masa pandemic seperti sekarang ini, dengan adanya media digital jadi memudahkan untuk mahasiswa dan dosen dalam mengakses pelajaran. Bisa dengan menggunakan aplikasi seperti Whatsapp, Google Meet, Zoom, Google classroom dan masih banyak lagi.
4. Apa saja jenis digital media yang biasa digunakan oleh dosen di dalam kelas?	Dosen biasanya menggunakan beberapa digital media di dalam kelas, seperti Quiziz, Google Classroom dan Etnodo.
5. Okey, kemudian yang keempat kak, apakah ada kendala dalam pembelajaran dengan menggunakan digital media? Seperti kesulitan dalam menggunakan aplikasi google meet, google classroom dan edx?	Tentu saja awal menggunakannya ada kendala. Itu hanya masalah pembiasaan saja. Berbicara tentang pemahaman saya kira awalnya saya sempat nggak tau juga yah, Tapi lama kelamaan karena kita memang dituntut untuk tau, dituntut harus mengerti dan apa yang dosen inginkan, yah dia menerapkan aplikasi itu yah otomatis kita jadi tau sendiri. Google meet dan google classroom adalah aplikasi keluaran Google yang penggunaannya meningkat pesat di masa pandemic ini. Google meet menjadi salah satu opsi yang dipilih karena mempunyai fitur video conference, sehingga bisa digunakan ketika rapat.

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		Sedangkan google classroom bias menjadi pilihan untuk pembelajaran jarak jauh karena sekarang tidak bias belajar face to face. Sementara Edx itu sendiri sesuatu yang di dalamnya terdapat artikel sehingga dapat membantu memahami kita untuk mengetahui artikel artikel tersebut melalui aplikasi Edx itu sendiri.
6.	Bagaimana penerapan penggunaan digital media di dalam kelas?	Sebelum belajar dosen telah menyiapkan rencana pembelajaran dan untuk implementasinya mengikuti rencana pembelajaran yang telah disiapkan sebelumnya.
7.	Apakah dosen biasanya mengkombinasikan penggunaan digital media dengan media pembelajaran lain untuk menunjang proses belajar mengajar?	Terkadang dosen juga mengkombinasikan penggunaan media digital dengan menggunakan papan tulis dan juga kertas untuk bermain games di kelas.
8.	Apakah kalian mudah untuk mengakses digital media ini dalam belajar?	Sebenarnya digital media ini mudah untuk digunakan, Cuma terkadang ada kalanya susah diakses. Kebetulan di rumah saya menggunakan Wi-Fi jadi lancar-lancar saja kalau dipakai internetan, tapi kalau mati lampu, maka otomatis internetnya juga mati. Ketiadaan jaringan internet itu terkadang yang menjadi kendala.
9.	Kemudian pertanyaan selanjutnya kak, bagaimana cara anda menstimulasi diri anda agar lebih tertarik dalam mengikuti pembelajaran dengan menggunakan digital media itu?	Tidak perlu menstimulasi diri untuk belajar dengan media digital. Karena pembelajarannya sendiri lebih menarik dari pada pembelajaran biasa ataupun dengan media lain. Kami biasanya lebih semangat untuk bersaing dengan teman dan juga tidak merasa bosan ketika belajar. Belajar juga lebih fokus dan menyenangkan.
10.	Okey, kemudian dengan pembelajaran menggunakan digital media ini apakah anda lebih mampu memahami dengan cepat materi	Tergantung sebenarnya. Bagaimana dosen menerangkan pelajarannya yang tentu saja ditunjang oleh media digital itu sendiri. Kemudian bagaimana juga kita sebagai mahasiswa bisa fokus dalam memahami pelajaran. Karena terkadang, karena belajarnya

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yang disampaikan oleh dosen?	lewat aplikasi, saya malah sambil buka social media waktu belajar. Yah seperti curi-curi waktu begitulah. Jadi kembali lagi ke dosen dan mahasiswanya dalam memanfaatkan penggunaan digital media itu sendiri.
11. Kemudian pembelajaran dengan digital media ini memotivasi anda atau membuat anda lebih tertarik dalam proses pembelajaran?	Tentu saja pembelajaran dengan digital media ini lebih menarik daripada pembelajaran biasa di dalam kelas tanpa media yang pastinya membosankan.
12. Bagaimana interaksi antar mahasiswa ketika belajar dengan menggunakan digital media di dalam kelas?	Pola pembelajaran dengan memanfaatkan media digital mengubah peran dosen dan mahasiswa. Pembelajaran bergeser dari berpusat pada dosen kepada mahasiswa. Dosen bukan lagi satu-satunya sumber dalam pembelajaran tetapi hanya sebagai salah satu sumber yang dapat diakses oleh mahasiswa. Begitu juga halnya dengan mahasiswa, dengan pemanfaatan media digital mahasiswa bukanlah sebagai peserta yang pasif. Mahasiswa dituntut untuk aktif selama proses pembelajaran sehingga terjadi pembelajaran yang aktif. Hal tersebut mendorong terciptanya kreativitas dan kemandirian dalam belajar. Kreatif dalam memunculkan dan menciptakan informasi atau pengetahuan baru serta mandiri dalam mencari beragam sumber belajar untuk mendukung proses pembelajaran. Kreativitas dan kemandirian belajar yang terbentuk dengan diintegrasikannya teknologi informasi dan komunikasi dalam pembelajaran menjadikan mahasiswa belajar sebagai individu yang mampu bersaing di pasar dunia. Jadi, meskipun pembelajaran sudah memanfaatkan media digital, bukan berarti kami jadi pasif dalam belajar. Malahan kami jadi lebih terpacu untuk semakin aktif dan terlibat dalam pembelajaran.
13. Baik kak, terimakasih banyak karena telah meluangkan waktunya	Waalaikumussalam warahmatullahi wabarakatuh.

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untuk terlibat dengan penelitian saya. Assalamualaikum warahmatullahi wabarakatuh	
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3. Description of Informant : Student 3 (S.2.3)

Question	Answer
1. Assalamualaikum warahmatullahi wabarakatuh. Terima kasih atas waktunya kak, udah mau terlibat dalam penelitian saya.	Waalaikumussalam warahmatullahi wabarakatuh.
2. Menurut anda sebagai mahasiswa, apa pentingnya penggunaan digital media dalam proses belajar mengajar?	Dengan adanya penggunaan media digital dalam belajar mempermudah dosen dalam menyampaikan materi, memberikan pengalaman belajar yang berbeda dan bervariasi sehingga merangsang minat mahasiswa untuk belajar. membantu mahasiswa bekerja melalui konsep yang sulit, menjadikan pembelajaran tidak terbatas waktu, tersedianya akses informasi yang sangat luas, dan juga proses belajar menjadi lebih menarik dan lain sebagainya.
3. Bagaimana pemahaman anda mengenai pembelajaran dengan menggunakan Digital Media?	Penggunaan digital media dalam pembelajaran menciptakan sebuah budaya baru di mana para dosen dan kami, mahasiswa tidak hanya dapat melakukan proses belajar di dalam konteks ruangan secara fisik, namun karena munculnya media digital memungkinkan proses pendidikan dilakukan dalam ruang lain secara maya. Penggunaan media digital secara formal dapat diartikan sebagai kombinasi antara belajar secara analog maupun secara online.
4. Apa saja jenis digital media yang biasa digunakan oleh dosen di dalam kelas?	Terkadang dosen menggunakan google classroom, video converence, telepon atau live chat, zoom maupun melalui whatsapp group dalam belajar.
5. Okey, kemudian yang	Penggunaan dari ketiga aplikasi itu google meet,

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kempat kak, apakah anda memahami atau mengenali dengan baik cara penggunaan-penggunaan aplikasi tersebut seperti google meet, google classroom, edx itu sendiri, maksudnya anda mudah menggunakannya atau ada kendala begitu?	google classroom, dan edx itu, semuanya sudah saya pelajari. Seperti goole meet, kita kayak video call dengan dosen tapi dalam video call itu siswanya tidak muat semua dalam satu kelas, biasanya dalam satu kelas ada 30 Tapi di dalam google meet itu hanya 25 saja. Terus kalau google classroom, disitu biasanya kita di bagaikan materi apa apa yang akan di pelajari terus di edx application itu kita mendapat menemukan beberapa materi pendidikan dan tekhnologi. Jadi awal awal pembelajaran dengan media digital, saya sedikit mengalami kesulitan untuk memahami, tapi seiring berjalannya waktu, saya mulai terbiasa dan menjadi mudah memahami pelajaran yang disampaikan dosen.
6. Bagaimana penerapan penggunaan digital media di dalam kelas?	Untuk menarik minat kami dalam belajar, terkadang sebelum memulai kelas, dosen meminta kami untuk menonton, membaca novel, menikmati tayangan drama dan sebagainya untuk mendapatkan informasi pembelajaran sesuai dengan materi yang diujikan. Baru setelah itu pembelajaran dimulai dengan metode face to face learning.
7. Apakah dosen biasanya mengkombinasikan penggunaan digital media dengan media pembelajaran lain untuk menunjang proses belajar mengajar?	Tentu saja dosen mengkombinasikan penggunaan digital media dengan media pembelajaran lain. Bisa dengan menggunakan blackboard, flashcard, maupun buku.
8. Apakah kalian mudah untuk mengakses digital media ini dalam belajar?	Sebenarnya tidak sulit dalam menggunakan digital media dalam belajar, hanya saja ada beberapa kendala yang terkadang kami alami. Misalnya keterbatasan perangkat digital yang dialami sebagian teman-teman, ada juga yang terkendala karna susahnya jaringan internet.
9. Kemudian pertanyaan selanjutnya kak, bagaimana cara anda menstimulasi diri anda	Rasanya tidak perlu repot-repot untuk menstimulasi diri sendiri agar tertarik dalam mengikuti pembelajaran dengan menggunakan digital media. Karena pembelajarannya itu sendiri

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agar lebih tertarik dalam mengikuti pembelajaran dengan menggunakan digital media itu?	sudah jelas-jelas lebih mudah dipahami, menarik dan tentu saja lebih menyenangkan dari pada pembelajaran dengan metode konvensional.
10. Okey, kemudian dengan pembelajaran menggunakan digital media ini apakah anda lebih mampu memahami dengan cepat materi yang disampaikan oleh dosen?	Iya, tentu saja. Peran dari media digital dalam kegiatan belajar adalah tersedianya akses informasi yang sangat luas. Kami dapat mencari segala jenis informasi melalui media digital, baik informasi dalam negeri maupun luar negeri. Maka dari itu, pengetahuan mahasiswa akan sangat berkembang dengan adanya media digital ini. Selain itu, informasi yang disediakan media digital dapat diakses kapanpun dan dimanapun selagi ada jaringan internet. Ini merupakan salah satu eksklusifitas yang ditawarkan media digital karena kita dapat menemukan informasi dengan mudah.
11. Kemudian pembelajaran dengan digital media ini memotivasi anda atau membuat anda lebih tertarik dalam proses pembelajaran?	Tentu saja. Belajar dengan metode konvensional terasa membosankan dan membuat mengantuk. Tapi dengan adanya media digital, pembelajaran jadi terasa lebih mudah dipahami, menarik, dan menyenangkan.
12. Bagaimana interaksi antar mahasiswa ketika belajar dengan menggunakan digital media di dalam kelas?	Interaksi antara mahasiswa bisa dilakukan dalam pembelajaran dengan media digital. Ini sangat menguntungkan dimana mahasiswa bisa saling berbagi dengan peserta didik lainnya. Hal ini juga memungkinkan kami untuk membangun komunitas belajar yang pro aktif. Selain itu, dalam pembelajaran dengan memanfaatkan media digital, juga terjadi interaksi antara mahasiswa dan konten/ materi. Merupakan interaksi dimana mahasiswa menerima materi melalui media internet yang telah disajikan. Kami biasanya diberikan pilihan untuk dapat melakukan download atau mengunduh materi atau bahkan membuka dan mempelajari secara langsung.

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4. Description of Informant : Student 4 (S.2.4)

Question	Answer
1. Assalamualaikum warahmatullahi wabarakatuh.	Waalaikumussalam warahmatullahi wabarakatuh
2. Terimakasih atas waktunya kak, sehingga mau terlibat dengan penelitian saya. Kita mulai dengan pertanyaan pertama ya kak.	Iya sama-sama. Baiklah bisa kita mulai kak.
3. Menurut kakak sebagai mahasiswa, apa pentingnya penggunaan digital media dalam proses belajar mengajar?	Media pembelajaran berbasis digital memang penting karena memberikan manfaat untuk pembelajaran jarak jauh seperti sekarang, manfaatnya yaitu, mempermudah dosen dalam menyampaikan materi, memberikan pengalaman belajar yang berbeda dan bervariasi sehingga merangsang minat saya sebagai mahasiswa untuk belajar, membantu mahasiswa bekerja melalui konsep yang sulit, pembelajarannya juga tidak terbatas waktu, kemudian tersedianya akses informasi yang sangat luas, dan juga proses belajar menjadi lebih menarik dan lain sebagainya.
4. Bagaimana pemahaman anda mengenai pembelajaran dengan menggunakan Digital Media?	Menurut saya kak, komunikasi yang terjadi ketika pembelajaran dilakukan dengan media digital, yang terintegrasi dengan baik melahirkan lingkungan belajar yang baru, peran dosen perlahan berubah karena adanya teknologi media digital yang berkembang. Peran dosen yang awalnya merupakan pemberi pengetahuan, kini berubah menjadi pihak yang memfasilitasi pembagian pengetahuan karena informasi dan ilmu yang didapat oleh mahasiswa tidak lagi hanya didapat dari dosen saja.
5. Apa saja jenis digital media yang biasa digunakan oleh dosen di dalam kelas?	Biasanya dosen menggunakan Edmodo, Google Classroom, Google Meet, dan aplikasi lainnya di dalam kelas.

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6. Okey, kemudian yang keempat kak, apakah ada kendala dalam pembelajaran dengan menggunakan digital media? Seperti kesulitan dalam menggunakan aplikasi google meet, google classroom dan edx?	Saya tidak mengalami kendala yang berarti dalam mengikuti pelajaran dengan memanfaatkan media digital. Karena saya mengenali dengan baik cara penggunaan aplikasi seperti google meet, google classroom dan edx karena kita pernah menggunakannya sebelumnya.
7. Bagaimana penerapan penggunaan digital media di dalam kelas?	Biasanya dosen sudah menyiapkan rencana pembelajaran yang sesuai dengan materi yang akan diajarkan di dalam kelas. Baru kemudian dosen juga menyiapkan digital media yang sesuai dengan materi.
8. Apakah dosen biasanya mengkombinasikan penggunaan digital media dengan media pembelajaran lain untuk menunjang proses belajar mengajar?	Dosen memadukan metode pembelajaran face to face learning dengan pembelajaran konvensional. Adapun perangkat lunak yang biasa digunakan antara lain: Moodle, Canvas, Google Classroom, edmodo, Kelas Digital Rumah belajar, Blog dan lain-lain. Selain kami belajar di kelas secara biasa, kami juga secara online dapat belajar secara mandiri, bebas mencari sumber bahan dan informasi untuk menyelesaikan tugas kelas, mandiri menggunakan <i>gadget</i> sebagai media dan sumber belajar sesuai kecenderungan anak-anak milenia yang lebih senang belajar dengan <i>gadget</i> , dan kami bisa bebas menentukan jadwal sendiri kapan mengakses kelas onlinenya serta dimana akan mengaksesnya.
9. Apakah kalian mudah untuk mengakses digital media ini dalam belajar?	Karena sebelumnya saya pernah belajar juga dengan media digital ini, jadi saya tidak mengalami kesulitan untuk mengaksesnya.
10. Kemudian pertanyaan selanjutnya kak, bagaimana cara anda menstimulasi diri anda agar lebih tertarik dalam mengikuti pembelajaran	Menurut saya kita harus sadar sekarang kita sudah ada di era digital yang serba canggih, jadi kita harus mengikuti perkembangan zaman agar kita tidak tertinggal dari negara-negara lain. Dengan pemikiran seperti itu bisa membuat kita lebih giat lagi dalam belajar, terutama agar mudah

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dengan menggunakan digital media itu?	mengikuti perkembangan media yang ditawarkan oleh dosen kita.
11. Okey, kemudian dengan pembelajaran menggunakan digital media ini apakah anda lebih mampu memahami materi yang disampaikan oleh dosen?	Ya, dengan pembelajaran yang memanfaatkan penggunaan media digital, saya dapat mengetahui dan mamahami materi secara mudah karena saya memiliki kesempatan untuk berbagi dan berkomunikasi dengan dosen dan teman yang lain juga strategi pembelajaran yang di pilih yang dapat memberikan peluang untuk meningkatkan kemampuan berpikir kritis dan saya dapat menjadi pembelajar yang lebih baik.
12. Kemudian apakah pembelajaran dengan digital media ini membuat anda lebih tertarik dalam proses pembelajaran?	Ya dengan menggunakan pembelajaran yang menggunakan digital media ini memotivasi saya untuk lebih tertarik dalam mengikuti proses belajar mengajar karena pembelajaran ini pusat kegiatan dimana siswa dapat menambah kemampuan, membaca materi, mencari informasi, dan interaksi dalam grup dimana siswa dapat berinteraksi satu sama lain untuk mendiskusikan materi-materi yang di berikan oleh dosen dan dosen ini dapat hadir untuk memberikan sedikit penjelasan mengenai materi yang di berikan.
13. Bagaimana interaksi antar mahasiswa ketika belajar dengan menggunakan digital media di dalam kelas?	Dalam pembelajaran menggunakan media digital, kami bias berinteraksi dengan teman lainnya. Bisa saling berbagi informasi tentang materi pelajaran. Kami juga bisa membuat komunitas belajar. Selain itu kami juga bisa berinteraksi dengan dosen, baik secara langsung maupun tidak langsung. Dosen bisa berinteraksi dengan kami dengan memanfaatkan fasilitas chatting, teleconference, atau live video streaming. Sedangkan kalau interaksi tidak langsungnya yaitu dimana dosen cukup menyajikan materi-materi secara terstruktur agar kami para mahasiswa bisa mengunduh materi tersebut. Bisa juga dilakukan kombinasi antara keduanya.
14. Terima kasih atas waktunya ya kak. Assalamualaikum.	Iya sama-sama. Waalaikumsalam.

5. Description of Informant : Student 5 (S.2.5)

Question	Answer
1. Assalamualaikum warahmatullahi wabarakatuh.	Waalaikumussalam warahmatullahi wabarakatuh
2. Mohon maaf kak mengganggu waktunya, disini saya melakukan penelitian mengenai pembelajaran dengan menggunakan media digital berdasarkan pengalaman kita di jurusan pendidikan bahasa Inggris. Jadi penelitian saya itu mengenai pembelajaran dengan media digital, mohon maaf sebelumnya, namanya siapa kak?	Baiklah, nama saya Hafizah kak. Ok, bisa kita mulai kak.
3. Menurut kakak sebagai mahasiswa, apa pentingnya penggunaan digital media dalam proses belajar mengajar?	Dengan menggunakan media digital, kegiatan belajar tidak sebatas hanya bersifat akademis, namun juga non-akademis. Artinya, selain ilmu-ilmu yang diajarkan di institusi pendidikan seperti sekolah atau kampus, saya dapat mempelajari berbagai macam ilmu atau soft skill di luar itu. Ini membuka kesempatan bagi siapa saja untuk berkembang dan belajar.
4. Bagaimana pemahaman anda mengenai pembelajaran dengan menggunakan Digital Media?	Media digital dalam pembelajaran adalah media yang digunakan secara digital dengan teknologi sebagai bagian dari komunikasi. Seperti video, televisi interactive, dan internet. Media digital juga merupakan bentuk media yang baru dalam berkomunikasi yang mulai banyak digunakan dalam dunia pendidikan.
5. Apa saja jenis digital media yang biasa digunakan oleh dosen di	Ada video, ada juga aplikasi-aplikasi tertentu seperti google meet, google classroom, edmodo dan aplikasi edx.

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dalam kelas?	
6. Okey, kemudian yang keempat kak, apakah ada kendala dalam pembelajaran dengan menggunakan digital media? Seperti kesulitan dalam menggunakan aplikasi google meet, google classroom dan edx?	Terkait dengan aplikasi google meet, google classroom, untungnya kami mengenali aplikasi tersebut arena kami pernah melakukan proses pembelajaran menggunakan media tersebut seperti google classroom dan kami sempat beberapa semester menggunakan aplikasi tersebut sehingga kami mengetahui sedikit terkait dengan aplikasi- aplikasi seperti google meet dan google classroom.
7. Bagaimana penerapan penggunaan digital media di dalam kelas?	Untuk menarik minat kami dalam belajar, terkadang sebelum memulai kelas, dosen meminta kami untuk menonton, membaca novel, menikmati tayangan drama dan sebagainya untuk mendapatkan informasi pembelajaran sesuai dengan materi yang diujikan. Baru setelah itu pembelajaran dimulai dengan metode face to face learning.
8. Apakah dosen biasanya mengkombinasikan penggunaan digital media dengan media pembelajaran lain untuk menunjang proses belajar mengajar?	Terkadang dosen juga mengkombinasikan penggunaan media digital dengan menggunakan papan tulis dan juga kertas untuk bermain games di kelas.
9. Apakah kalian mudah untuk mengakses digital media ini dalam belajar?	Dengan menggunakan media digital dalam pembelajaran, memhami materi yang diberikan oleh dosenpun terasa lebih mudah dan menyenangkan. Karena metodenya berbeda dan lebih menarik jika kita bandingkan dengan metode konvensional.
10. Kemudian pertanyaan selanjutnya kak, bagaimana cara anda menstimulasi diri anda agar lebih tertarik dalam mengikuti pembelajaran dengan menggunakan digital media itu?	Awal mula pembelajaran saya juga agak bingung, apa itu google meet tapi setelah dosen mengajar kita berkaitan dengan yang itu video call dan disitu saya mulai tertarik karena dimanapun saya bisa belajar, bahkan di tempat tidur pun kita bisa belajar. Jadi otomatis termotivasi sendiri kak, karena pembelajaran dengan media digital terasa lebih nyata dan tentu saja menarik.

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<p>11. Okey, kemudian dengan pembelajaran menggunakan digital media ini apakah anda lebih mampu memahami materi yang disampaikan oleh dosen?</p>	<p>Kalau menurut saya pribadi sejauh ini, karena beberapa semester menggunakan pembelajaran media digital saya pribadi merasa masih kurang memahami secara mendetail terkait dengan materi-materi yang disampaikan oleh dosen melalui media digital ketika di bandingkan dengan proses pembelajaran di kelas dan di media digital untuk saat ini saya merasa bahwa saya lebih mengerti ketika pembelajaran tersebut di lakukan di kelas di bandingkan dengan via digital. Tapi bukan berarti bahwa proses pembelajaran digital itu buruk atau tidak baik, mungkin hanya saja karena kami belum terbiasa dan masih proses pengenalan dengan proses pembelajaran dengan menggunakan media digital sehingga untuk sekarang kami masih belum maksimal dalam proses pembelajaran digital kemudian kalau terkait dengan pemahaman materi secara mudah, kami bisa memahami materi yang di sampaikan oleh dosen melalui dengan pembelajaran digital tapi ketika di bandingkan dengan proses pembelajaran di kelas kami masih memilih untuk lebih mudah proses pembelajaran ketika di kelas bertemu secara langsung oleh dosen, bertatap muka di kelas.</p>
<p>12. Kemudian apakah pembelajaran dengan digital media ini membuat anda lebih tertarik dalam proses pembelajaran?</p>	<p>Iya tentu saja, dari tampilan materi. Dari cara belajarnya, benar-benar berbeda dengan pembelajaran dengan metode konvensional. Jadi terasa lebih menarik.</p>
<p>13. Bagaimana interaksi antar mahasiswa ketika belajar dengan menggunakan digital media di dalam kelas?</p>	<p>Ketika belajar dengan menggunakan media digital, kami bisa berinteraksi dengan teman-teman lainnya, bahkan bisa membuat komunitas belajar. Kami juga bisa berinteraksi dengan dosen, baik secara langsung maupun tidak langsung. Selain itu, dalam pembelajaran dengan memanfaatkan media digital, juga terdapat interaksi antar konten/ materi. Maksudnya, ketika dosen atau mahasiswa membuka sebuah materi,</p>

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	maka secara otomatis materi-materi yang berhubungan juga ditampilkan atau dijadikan sebagai bahan rujukan. Dengan konsep link atau hubungan interaksi konten/ materi-materi ini membuat materi yang disajikan akan semakin menyeluruh dan memperkaya serta mempermudah penyampaian materi inti yang hendak disampaikan. Interaksi-interaksi tersebut dimulai dari awal perencanaan pembelajaran hingga evaluasi pembelajaran. Terutama saat proses pembelajaran, ada banyak interaksi yang terjadi bahkan semua interaksi bisa terjadi secara bersamaan.
14. Terima kasih atas waktunya ya kak. Assalamualaikum.	Iya sama-sama. Waalaikumsalam.

6. Description of Informant : Student 6 (S.2.6)

Question	Answer
1. Assalamualaikum warahmatullahi wabarakatuh.	Waalaikumussalam warahmatullahi wabarakatuh
2. Terimakasih atas waktunya kak, sehingga mau terlibat dengan penelitian saya. Kita mulai dengan pertanyaan pertama ya kak.	Iya sama-sama. Baiklah bisa kita mulai kak.
3. Menurut kakak sebagai mahasiswa, apa pentingnya penggunaan digital media dalam proses belajar mengajar?	Penyebaran informasi melalui media digital ini terjadi dengan sangat cepat. Sebagai contoh, jika ada peristiwa yang terjadi di Amerika pada pagi hari, maka di siang harinya semua orang akan menerima informasi mengenai peristiwa tersebut. Tidak hanya orang yang tinggal di Amerika, bahkan kita yang tinggal di Indonesia dan orang-orang yang tinggal di Negara lain pun dapat menerima informasi tersebut dalam waktu yang bersamaan. Selain itu, saya juga bisa bertukar pikiran dengan orang lain dan mengasah

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	pengetahuan saya melalui media digital, terutama social media. Social media mengizinkan saya untuk berinteraksi dengan berbagai macam orang dari berbagai macam tempat. Saya dapat berdiskusi langsung dengan orang-orang dan mendapatkan wawasan dari mereka. Tentu hal ini juga dapat menarik minat saya sebagai mahasiswa untuk belajar lebih banyak.
4. Bagaimana pemahaman anda mengenai pembelajaran dengan menggunakan Digital Media?	Pemahaman saya terkait pembelajaran dengan memanfaatkan media digital adalah suatu pembelajaran melalui media atau via online yang dimana kita menggunakan aplikasi untuk melakukan proses pembelajaran, jadi proses pembelajarannya itu tidak secara nyata face to face antara pengajar dan peserta didik melainkan kita pembelajaran digital yang tempat berbeda tetapi proses pembelajaran tetap berjalan melalui media media digital yang di gunakan untuk proses pembelajaran.
5. Apa saja jenis digital media yang biasa digunakan oleh dosen di dalam kelas?	Media digital yang biasa digunakan oleh dosen di dalam kelas antara lain beberapa aplikasi belajar seperti membuat pertanyaan pada aplikasi Quizizz, Google Classroom, Kahoot, Hot Potatoes, Video, Power Point, dan Google Drive.
6. Okey, kemudian yang keempat kak, apakah ada kendala dalam pembelajaran dengan menggunakan digital media? Seperti kesulitan dalam menggunakan aplikasi google meet, google classroom dan edx?	Penggunaan dari ketiga aplikasi itu google meet, google classroom, dan edx itu, semuanya sudah saya pelajari. Seperti goole meet, kita kayak video call dengan dosen tapi dalam video call itu siswanya tidak muat semua dalam satu kelas, biasanya dalam satu kelas ada 30 Tapi di dalam google meet itu hanya 25 saja. Terus kalau google classroom, disitu biasanya kita di bagikan materi yang akan di pelajari terus di edx application itu kita dapat menemukan beberapa materi pendidikan dan tehnologi yang kita perlukan dalam belajar.
7. Bagaimana penerapan penggunaan digital media di dalam kelas?	Sebelum belajar dosen telah menyiapkan rencana pembelajaran dan untuk implementasinya mengikuti rencana pembelajaran yang telah disiapkan sebelumnya.

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8. Apakah dosen biasanya mengkombinasikan penggunaan digital media dengan media pembelajaran lain untuk menunjang proses belajar mengajar?	Untuk menarik minat kami dalam belajar, terkadang sebelum memulai kelas, dosen meminta kami untuk menonton, membaca novel, menikmati tayangan drama dan sebagainya untuk mendapatkan informasi pembelajaran sesuai dengan materi yang diujikan. Baru setelah itu pembelajaran dimulai dengan metode face to face learning.
9. Apakah kalian mudah untuk mengakses digital media ini dalam belajar?	Sejauh ini saya dan teman-teman yang lain mudah mengakses media digital karena di kampus tersedia Wi-Fi dan saya juga mempunyai laptop dan handphone sendiri yang berhubungan dengan aplikasi yang digunakan di kelas.
10. Kemudian pertanyaan selanjutnya kak, bagaimana cara anda menstimulasi diri anda agar lebih tertarik dalam mengikuti pembelajaran dengan menggunakan digital media itu?	Kalau saya sih, saya ikuti semua dari awal pembelajaran sampai selesai dengan serius mendengarkan. Dari pertemuan pertama kita memang mulai video call sama dosen, karena dosen yah begitulah kalau dosen. Dengan begitu saya jadi mudah untuk memahami meskipun dosen menggunakan media yang berbeda dari sebelumnya. Sehingga sedikit demi sedikit saya bisa otomatis tertarik untuk mengikuti pelajaran.
11. Okey, kemudian dengan pembelajaran menggunakan digital media ini apakah anda lebih mampu memahami materi yang disampaikan oleh dosen?	Tergantung sebenarnya. Bagaimana dosen menerangkan pelajarannya yang tentu saja ditunjang oleh media digital itu sendiri. Kemudian bagaimana juga kita sebagai mahasiswa bisa fokus dalam memahami pelajaran. Karena terkadang, karena belajarnya lewat aplikasi, saya malah sambil buka social media waktu belajar. Yah seperti curi-curi waktu begitulah. Jadi kembali lagi ke dosen dan mahasiswanya dalam memanfaatkan penggunaan digital media itu sendiri.
12. Kemudian apakah pembelajaran dengan digital media ini membuat anda lebih tertarik dalam proses pembelajaran?	Menurut saya untuk sekarang sama saja, terkait dengan motivasi mengikuti proses belajar mengajar sama saja motivasinya pembelajaran dengan menggunakan media digital maupun media konvensional, motivasinya sama saja, karena tujuannya sama-sama untuk menambah ilmu.

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13. Bagaimana interaksi antar mahasiswa ketika belajar dengan menggunakan digital media di dalam kelas?	Pembelajaran dengan menggunakan media digital di dalam kelas sudah efektif, karena melibatkan interaksi antara mahasiswa dengan dosen, mahasiswa dengan mahasiswa, mahasiswa dengan media (termasuk fasilitas) pembelajaran. Pola interaksi pembelajaran berlangsung secara aktif dan interaktif. Media pembelajaran digital yang digunakan dalam interaksi 'face-to-face' langsung antara mahasiswa dan dosen seperti halnya dalam pembelajaran konvensional telah dicapai atau setidaknya mendekati. Penggunaan media digital dalam menunjang pembelajaran jarak jauh harus diperhatikan untuk membantu pendidikan. Dalam web based distance learning dosen dan mahasiswa memerlukan fasilitas internet untuk tetap menjaga konektivitasnya sehingga dapat menentukan kesinambungan suatu pembelajaran jarak jauh. Dosen harus mampu memindahkan apa yang biasa dilakukan di depan kelas kepada suatu bentuk web atau materi pembelajaran digital. Media digital ini harus mampu memberikan informasi kepada kami, mahasiswa dengan selalu dapat diakses oleh mahasiswa dan dosen selalu ter-update setiap waktu.
14. Terima kasih atas waktunya ya kak. Assalamualaikum.	Iya sama-sama. Waalaikumsalam.

7. Description of Informant : Student 7 (S.2.7)

Question	Answer
1. Assalamualaikum warahmatullahi wabarakatuh.	Waalaikumussalam warahmatullahi wabarakatuh
2. Terimakasih atas waktunya kak, sehingga mau terlibat dengan penelitian saya. Kita mulai dengan pertanyaan pertama ya	Iya sama-sama. Baiklah bisa kita mulai kak.

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kak.	
3. Menurut kakak sebagai mahasiswa, apa pentingnya penggunaan digital media dalam proses belajar mengajar?	Penggunaan media digital sebagai media pembelajaran tidak hanya memudahkan dosen yang mempunyai banyak jam mengajar, karena dosen hanya perlu untuk menyiapkan materi atau pertanyaan di rumah kemudian bisa dibagikan kepada mahasiswanya dengan mudah. Selain itu penggunaan media digital juga memudahkan mahasiswa untuk tidak perlu menghabiskan waktu dengan menulis materi pelajaran, sehingga waktunya bisa dihabiskan untuk menjawab pertanyaan, mendengarkan percakapan bahasa Inggris, maupun latihan menguasai kosa kata baru.
4. Bagaimana pemahaman anda mengenai pembelajaran dengan menggunakan Digital Media?	Mnurut saya, media digital adalah media yang kontennya berbentuk gabungan data, teks, suara, dan berbagai jenis gambar yang disimpan dalam format digital dan disebarluaskan melalui jaringan berbasis kabel optic broadband, satelit dan sistem gelombang mikro.
5. Apa saja jenis digital media yang biasa digunakan oleh dosen di dalam kelas?	Ada beberapa jenis media pembelajaran berteknologi digital yang biasa dimanfaatkan dosen untuk belajar di kelas antara lain: multimedia interaktif, digital video dan animasi, podcast, google meet, google classroom, dan edmodo.
6. Okey, kemudian yang keempat kak, apakah ada kendala dalam pembelajaran dengan menggunakan digital media? Seperti kesulitan dalam menggunakan aplikasi google meet, google classroom dan edx?	Sebenarnya jika mengenali secara baik tidak terlalu baik Cuma karena semua aplikasi tersebut sudah saya gunakan dalam proses pembelajaran jadi setidaknya saya mengenal tentang ketiga aplikasi tersebut. Walaupun awal-awal mula menggunakannya sedikit mengalami kendala, yah masalah keterbatasan gadgetnya, masalah jaringan internetnya. Tapi lama kelamaan, itu bukan menjadi penghalang lagi untuk belajar.
7. Bagaimana penerapan penggunaan digital media di dalam kelas?	Dosen mempersiapkan rencana pembelajaran dan juga media digital, terkait dengan materi yang akan dipelajari di dalam kelas.
8. Apakah dosen biasanya	Ada kalanya dosen hanya menggunakan media

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mengkombinasikan penggunaan digital media dengan media pembelajaran lain untuk menunjang proses belajar mengajar?	digital saja dalam belajar, tapi terkadang juga dosen mengkombinasikan penggunaan media digital dengan media konvensional lainnya dalam belajar.
9. Apakah kalian mudah untuk mengakses digital media ini dalam belajar?	Iya tentu saja media digital mudah untuk diakses, karena di kampus telah tersedia fasilitas Wi-Fi dan kami, mahasiswa masing-masing telah mempunyai laptop dan handphone yang bisa terhubung dengan aplikasi tersebut untuk belajar di dalam kelas.
10. Kemudian pertanyaan selanjutnya kak, bagaimana cara anda menstimulasi diri anda agar lebih tertarik dalam mengikuti pembelajaran dengan menggunakan digital media itu?	Yah cara untuk menstimulasi diri agar tertarik dalam mengikuti pembelajaran dengan menggunakan media digital adalah dengan memahami secara detail aplikasi pembelajaran digital tersebut sehingga kita dapat menikmati proses pembelajarannya karena kita paham dengan aplikasi tersebut jadi ketika kami di tanya bagaimana cara menstimulasi diri untuk tertarik dalam media pembelajaran digital tentunya dengan mempelajari media tersebut dan memahami media tersebut secara detail sehingga proses penggunaan media pembelajaran digital tersebut dapat membuat kami tertarik menggunakannya.
11. Okey, kemudian dengan pembelajaran menggunakan digital media ini apakah anda lebih mampu memahami materi yang disampaikan oleh dosen?	Iya, tentu saja. Peran dari media digital dalam kegiatan belajar adalah tersedianya akses informasi yang sangat luas. Kami dapat mencari segala jenis informasi melalui media digital, baik informasi dalam negeri maupun luar negeri. Maka dari itu, pengetahuan mahasiswa akan sangat berkembang dengan adanya media digital ini. Selain itu, informasi yang disediakan media digital dapat diakses kapanpun dan dimanapun selagi ada jaringan internet. Ini merupakan salah satu eksklusifitas yang ditawarkan media digital karena kita dapat menemukan informasi dengan mudah.
12. Kemudian apakah pembelajaran dengan	Tentu saja. Hal ini berarti selain berdampak positif terhadap hasil belajar, penggunaan media

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digital media ini membuat anda lebih tertarik dalam proses pembelajaran?	digital dalam pembelajaran dapat berdampak positif terhadap minat belajar. Penggunaan media digital diharapkan dapat meningkatkan minat belajar kami karena proses pembelajaran yang bersifat konvensional dirasa kurang menyenangkan dan terbilang monoton. Selain itu, pembelajaran yang hanya berpusat pada guru dan buku akan membuat kami bosan. Perlu suatu inovasi pembelajaran, yakni melalui digitalisasi media pembelajaran. Pembelajaran berbasis media digital akan membuat tampilan dan gaya belajar lebih menarik sehingga sebagai mahasiswa, kami terhindar dari rasa jenuh dan bosan saat mengikuti pembelajaran.
13. Pertanyaan terakhir ya kak, bagaimana interaksi antar mahasiswa ketika belajar dengan menggunakan digital media di dalam kelas?	Menurut saya tidak terlalu membangun interaksi antara mahasiswa yang satu dengan mahasiswa lainnya karena sebagaimana yang kita ketahui bahwa pembelajaran dengan menggunakan media digital itu kita tidak bertatap muka secara langsung, kita tidak bersebelahan dengan teman kita, kita berada di tempat yang berbeda sehingga menurut kami untuk membangun interaksi dengan mahasiswa yang satu dengan mahasiswa lainnya melalui proses pembelajaran dengan media digital itu tidak maksimal ketika di bandingkan dengan proses pembelajaran di kelas.
14. Terima kasih atas waktunya ya kak. Assalamualaikum.	Iya sama-sama. Waalaikumsalam.

8. Description of Informant : Student 8 (S.2.8)

Question	Answer
1. Assalamualaikum warahmatullahi wabarakatuh.	Waalaikumussalam warahmatullahi wabarakatuh
2. Terimakasih atas waktunya kak, sehingga mau terlibat dengan penelitian saya. Kita	Baik kak.

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mulai dengan pertanyaan pertama ya kak.	
3. Menurut kakak sebagai mahasiswa, apa pentingnya penggunaan digital media dalam proses belajar mengajar?	Pentingnya penggunaan media digital dalam pembelajaran karena ada banyak manfaat yang didapat dari media digital. Manfaat utama yang didapat dari media digital dalam kegiatan belajar adalah tersedianya akses informasi yang sangat luas. Saya dapat mencari segala jenis informasi melalui media digital, baik informasi dalam negeri maupun luar negeri. Maka dari itu, pengetahuan saya akan sangat berkembang dengan adanya media digital ini. Selain itu, informasi yang disediakan media digital dapat diakses kapanpun dan dimanapun selagi ada jaringan internet. Ini merupakan salah satu eksklusifitas yang ditawarkan media digital karena kita dapat menemukan informasi dengan mudah.
4. Bagaimana pemahaman anda mengenai pembelajaran dengan menggunakan Digital Media?	Menurut saya, penggunaan media digital dapat meningkatkan minat maupun hasil belajar kami dalam pembelajaran. Hal ini terjadi karena ada banyak manfaat yang media digital berikan dalam pembelajaran. Pertama, ini dapat meningkatkan keterlibatan mahasiswa dalam belajar. Tidak seperti media lainnya, ketika seseorang mengerjakan tugas digital, kami dapat bertindak sebagai produser. Kedua, membantu kami bekerja melalui konsep yang sulit. Instruksi digital membantu menunjukkan topik-topik sulit yang seringkali sulit kami pahami. Selain itu, penggunaan media digital dalam pendidikan membantu mempromosikan kesadaran kritis. Terakhir, media digital juga membantu kami mendorong kesetaraan. Ketika kami menggunakan media digital dalam suatu pelajaran, semua mahasiswa di kelas memiliki kesempatan untuk mengasah keterampilan digital tersebut.
5. Apa saja jenis digital	Ada beberapa jenis media digital yang

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media yang biasa digunakan oleh dosen di dalam kelas?	dugunakan dosen ketika mengajar. Diantaranya google classroom dan google meet. Selain itu, dosen juga menggunakan social media, seperti facebook, Twitter, Instagram, Path, dan Youtube merupakan jenis-jenis media baru dalam digital yang termasuk dalam kategori online media. Jenis-jenis media digital baru ini memungkinkan orang biasa berbicara, berpartisipasi, berbagai dan menciptakan jejaring secara online.
6. Okey, kemudian yang keempat kak, apakah ada kendala dalam pembelajaran dengan menggunakan digital media? Seperti kesulitan dalam menggunakan aplikasi google meet, google classroom dan edx?	Yah saya mengenali aplikasi-aplikasi tersebut di antaranya google meet, google classroom, dan edx. Kemudian cara penggunaanya yang kurang saya pahami adalah google meet karena memiliki tahapan yang begitu banyak tapi lambat laun saya bisa dengan gampang menggunakan aplikasi itu sendiri.
7. Bagaimana penerapan penggunaan digital media di dalam kelas?	Biasanya dosen sudah menyiapkan rencana pembelajaran yang sesuai dengan materi yang akan diajarkan di dalam kelas. Dosen juga menyiapkan digital media yang sesuai dengan materi.
8. Apakah dosen biasanya mengkombinasikan penggunaan digital media dengan media pembelajaran lain untuk menunjang proses belajar mengajar?	Iya, biasanya dosen menggunakan papan tulis juga jika mahasiswa tidak memahami pelajaran dan membutuhkan penjelasan yang lebih detail.
9. Apakah kalian mudah untuk mengakses digital media ini dalam belajar?	Sebenarnya tidak sulit dalam menggunakan digital media dalam belajar, hanya saja ada beberapa kendala yang terkadang kami alami. Misalnya keterbatasan perangkat digital yang dialami sebagian teman-teman, ada juga yang terkendala karna susah nya jaringan internet.
10. Kemudian pertanyaan selanjutnya kak, bagaimana cara anda	Saya rasa tidak terlalu sulit untuk menstimulasi diri saya supaya tertarik dengan pemnelajaran menggunakan media digital. Larena penggunaan

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menstimulasi diri anda agar lebih tertarik dalam mengikuti pembelajaran dengan menggunakan digital media itu?	media digital terbukti dapat meningkatkan minat belajar saya karena tampilan yang lebih menarik sehingga akan terhindar dari rasa jenuh dan bosan selama mengikuti pelajaran.
11. Okey, kemudian dengan pembelajaran menggunakan digital media ini apakah anda lebih mampu memahami materi yang disampaikan oleh dosen?	Kalau menurut saya pribadi sejauh ini, karena beberapa semester menggunakan pembelajaran media digital saya pribadi merasa masih kurang memahami secara mendetail terkait dengan materi-materi yang disampaikan oleh dosen melalui media digital ketika di bandingkan dengan proses pembelajaran di kelas dan di media digital untuk saat ini saya merasa bahwa saya lebih mengerti ketika pembelajaran tersebut di lakukan di kelas di bandingkan dengan via digital. Tapi bukan berarti bahwa proses pembelajaran digital itu buruk atau tidak baik, mungkin hanya saja karena kami belum terbiasa dan masih proses pengenalan dengan proses pembelajaran dengan menggunakan media digital sehingga untuk sekarang kami masih belum maksimal dalam proses pembelajaran digital kemudian kalau terkait dengan pemahaman materi secara mudah, kami bisa memahami materi yang di sampaikan oleh dosen melalui dengan pembelajaran digital tapi ketika di bandingkan dengan proses pembelajaran di kelas kami masih memilih untuk lebih mudah proses pembelajaran ketika di kelas bertemu secara langsung oleh dosen, bertatap muka di kelas.
12. Kemudian apakah pembelajaran dengan digital media ini membuat anda lebih tertarik dalam proses pembelajaran?	Tentu saja. Hal ini berarti selain berdampak positif terhadap hasil belajar, penggunaan media digital dalam pembelajaran dapat berdampak positif terhadap minat belajar. Penggunaan media digital diharapkan dapat meningkatkan minat belajar kami karena proses pembelajaran yang bersifat konvensional dirasa kurang menyenangkan dan terbilang monoton. Selain itu, pembelajaran yang hanya berpusat pada guru dan buku akan membuat kami bosan. Perlu suatu

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	inovasi pembelajaran, yakni melalui digitalisasi media pembelajaran. Pembelajaran berbasis media digital akan membuat tampilan dan gaya belajar lebih menarik sehingga sebagai mahasiswa, kami terhindar dari rasa jenuh dan bosan saat mengikuti pembelajaran.
13. Pertanyaan terakhir ya kak, bagaimana interaksi antar mahasiswa ketika belajar dengan menggunakan digital media di dalam kelas?	Ketika belajar dengan menggunakan media digital, kami bisa berinteraksi dengan teman-teman lainnya, bahkan bisa membuat komunitas belajar. Kami juga bisa berinteraksi dengan dosen, baik secara langsung maupun tidak langsung. Selain itu, dalam pembelajaran dengan memanfaatkan media digital, juga terdapat interaksi antar konten/ materi. Maksudnya, ketika dosen atau mahasiswa membuka sebuah materi, maka secara otomatis materi-materi yang berhubungan juga ditampilkan atau dijadikan sebagai bahan rujukan. Dengan konsep link atau hubungan interaksi konten/ materi-materi ini membuat materi yang disajikan akan semakin menyeluruh dan memperkaya serta mempermudah penyampaian materi inti yang hendak disampaikan. Interaksi-interaksi tersebut dimulai dari awal perencanaan pembelajaran hingga evaluasi pembelajaran. Terutama saat proses pembelajaran, ada banyak interaksi yang terjadi bahkan semua interaksi bisa terjadi secara bersamaan.
14. Terima kasih atas waktunya ya kak. Assalamualaikum.	Iya sama-sama. Waalaikumsalam.

9. Description of Informant : Student 9 (S.2.9)

Question	Answer
1. Assalamualaikum warahmatullahi wabarakatuh.	Waalaikumussalam warahmatullahi wabarakatuh
2. Terimakasih atas waktunya kak, sehingga mau terlibat dengan	Iya, sama-sama kak.

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penelitian saya. Kita mulai dengan pertanyaan pertama ya kak.	
3. Menurut kakak sebagai mahasiswa, apa pentingnya penggunaan digital media dalam proses belajar mengajar?	Ada banyak manfaat yang diperoleh ketika bisa menggunakan media digital dalam proses belajar. Manfaat pertama penggunaan media digital dalam pembelajaran adalah sebagai sarana pendukung bagi mahasiswa dan dosen untuk mencari informasi yang lebih luas, selain menggunakan sumber dari buku dan media cetak. Kemudian manfaat yang kedua adalah meningkatkan kemampuan belajar. Hal ini terjadi karena informasi yang ada di Internet lebih update sehingga saya bisa dengan mudah mengakses informasi-informasi baru yang diperlukan, di bawah pengawasan dosen tentunya. Manfaat yang ketiga adalah memudahkan akses belajar. Proses pembelajaran dapat dipemudah dengan adanya media digital dalam pendidikan. Misalkan dosen dapat memberikan materi atau tugas belajar melalui email sehingga saya bisa segera menyelesaikan dan mengumpulkan tugas tersebut. Yang keempat adalah materi lebih menarik. Penggunaan media digital dalam pendidikan dapat membuat saya lebih nyaman dan tidak terkesan jenuh atau monoton. Karena penyampaian informasi melalui media digital terlihat lebih variatif dan modern. Dan manfaat yang terakhir adalah meningkatkan minat belajar. Informasi dan pengetahuan yang lebih lengkap serta akses yang mudah didapatkan dapat membuat saya lebih minat dalam melaksanakan pembelajaran. Penggunaan media digital dalam pendidikan memang memiliki beberapa manfaat untuk kelangsungan pembelajaran. Namun, di sisi lain dosen harus tetap mengawasi kami saat memanfaatkan media digital. Karena mudahnya informasi yang mudah diakses di teknologi, tidak hanya informasi positif, tetapi juga informasi

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	yang negatif.
4. Bagaimana pemahaman anda mengenai pembelajaran dengan menggunakan Digital Media?	Sepengetahuan saya, penggunaan media digital dalam pembelajaran bahwa akan terintegrasi dengan baik ketika mahasiswa tidak hanya menggunakan media digital setiap hari, tetapi memiliki akses ke berbagai alat yang sesuai dengan tugas belajar dan memberikan kesempatan kepada kami untuk membangun pemahaman yang lebih dalam tentang suatu konten. Integrasi media digital yang tersedia juga bergantung pada jenis media digital yang dimiliki dan jumlah akses yang dimiliki mahasiswa terhadap media digital. Syarat utama untuk mengintegrasikan media digital yang berhasil adalah tentang kesediaan untuk beradaptasi dengan perubahan. Hal ini merupakan proses berkelanjutan dan pembelajaran berkelanjutan bagi semua pihak, terutama bagi dosen sebagai ujung tombak pendidikan.
5. Apa saja jenis digital media yang biasa digunakan oleh dosen di dalam kelas?	Media pembelajaran digital merupakan suatu jenis media belajar berupa audio visual (suara dan gambar) yang dipergunakan dalam proses mengajar sehingga memungkinkan tersampainya bahan ajar ke mahasiswa dengan lebih efektif dan mudah dimengerti. Adapun media yang biasa dipergunakan dosen seperti internet, powerpoint dan media jaringan komputer lainnya seperti google classroom, google meet, dan aplikasi edx.
6. Okey, kemudian yang keempat kak, apakah ada kendala dalam pembelajaran dengan menggunakan digital media? Seperti kesulitan dalam menggunakan aplikasi google meet, google classroom dan edx?	Kendalanya tidak terlalu besar, hanya karena belum terbiasa menggunakan media digital dalam pembelajaran, dan terkadang masalah dalam mengakses media tersebut. Namun, terlepas dari tantangan-tantangan tersebut, mengintegrasikan media berteknologi digital ke dalam pembelajaran merupakan sebuah kebutuhan saat ini. Karena mempersiapkan mahasiswa untuk siap menghadapi masa pembelajaran harus segera dimulai dari masa belajar di perguruan tinggi. Merancang aktivitas belajar yang sesuai dengan

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<p>7. Bagaimana penerapan penggunaan digital media di dalam kelas?</p>	<p>dunia nyata kadang sulit dilakukan. Untuk itu diperlukan media berteknologi digital untuk menghadirkan dunia nyata dan segala problematikanya di ruang kelas. Agar kami, mahasiswa terbiasa memecahkan masalah untuk menghadapi permasalahan riil.</p>
<p>8. Apakah dosen biasanya mengkombinasikan penggunaan digital media dengan media pembelajaran lain untuk menunjang proses belajar mengajar?</p>	<p>Untuk menarik minat kami dalam belajar, terkadang sebelum memulai kelas, dosen meminta kami untuk menonton, membaca novel, menikmati tayangan drama dan sebagainya untuk mendapatkan informasi pembelajaran sesuai dengan materi yang diujikan. Baru setelah itu pembelajaran dimulai dengan metode face to face learning.</p>
<p>9. Apakah kalian mudah untuk mengakses digital media ini dalam belajar?</p>	<p>Terkadang dosen juga mengkombinasikan penggunaan media digital dengan menggunakan papan tulis dan juga kertas untuk bermain games di kelas.</p>
<p>10. Kemudian pertanyaan selanjutnya kak, bagaimana cara anda menstimulasi diri anda agar lebih tertarik dalam mengikuti pembelajaran dengan menggunakan digital media itu?</p>	<p>Sejauh ini saya dan teman-teman yang lain mudah mengakses media digital karena di kampus tersedia Wi-Fi dan saya juga mempunyai laptop dan handphone sendiri yang berhubungan dengan aplikasi yang digunakan di kelas.</p>
<p>11. Okey, kemudian dengan pembelajaran menggunakan digital media ini apakah anda</p>	<p>Dengan cara membangun interaksi antara dosen dan mahasiswa. Jadi saat proses pembelajaran berlangsung saya bisa bertanya kapan saja kepada dosen layaknya seperti pembelajaran dalam ruang kelas, kami tidak hanya harus menunggu dosen selesai menjelaskan baru bisa bertanya, maksudnya harus ada interaksi antara kami dan dosen. Dengan begitu saya lebih mudah dalam mengikuti dan memahami pembelajaran yang sedang berlangsung.</p>
<p></p>	<p>Tergantung sebenarnya. Bagaimana dosen menerangkan pelajarannya yang tentu saja ditunjang oleh media digital itu sendiri. Kemudian bagaimana juga kita sebagai</p>

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lebih mampu memahami materi yang disampaikan oleh dosen?	mahasiswa bisa fokus dalam memahami pelajaran. Karena terkadang, karena belajarnya lewat aplikasi, saya malah sambil buka social media waktu belajar. Yah seperti curi-curi waktu begitulah. Jadi kembali lagi ke dosen dan mahasiswanya dalam memanfaatkan penggunaan digital media itu sendiri.
12. Kemudian apakah pembelajaran dengan digital media ini membuat anda lebih tertarik dalam proses pembelajaran?	Iya tentu saja, dari tampilan materi. Dari cara belajarnya, benar-benar berbeda dengan pembelajaran dengan metode konvensional. Jadi terasa lebih menarik.
13. Pertanyaan terakhir ya kak, bagaimana interaksi antar mahasiswa ketika belajar dengan menggunakan digital media di dalam kelas?	Dalam pembelajaran menggunakan media digital, kami bias berinteraksi dengan teman lainnya. Bisa saling berbagi informasi tentang materi pelajaran. Kami juga bisa membuat komunitas belajar. Selain itu kami juga bisa berinteraksi dengan dosen, baik secara langsung maupun tidak langsung. Dosen bisa berinteraksi dengan kami dengan memanfaatkan fasilitas chatting, teleconference, atau live video streaming. Sedangkan kalau interaksi tidak langsungnya yaitu dimana dosen cukup menyajikan materi-materi secara terstruktur agar kami para mahasiswa bisa mengunduh materi tersebut. Bisa juga dilakukan kombinasi antara keduanya.
14. Terima kasih atas waktunya ya kak. Assalamualaikum.	Iya sama-sama. Waalaikumsalam.

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Pekanbaru, 30 Juli 2021

Nomor : S-2547/Un.04/Ps/PP.00.9/08/2021
 Berkas : 1 berkas
 Perihal : Penunjukan Pembimbing I dan
 Pembimbing II Tesis Kandidat Magister

Kepada Yth.

1. Dr.Nur Aisyah Zulkifli. M. Pd (Pembimbing Utama)
2. Dr. Bukhari. M. Pd (Pembimbing Pendamping)

di

Pekanbaru

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NIM	: 21890120051
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Pendidikan Agama Islam
Semester	: VIII (Delapan)
Judul Tesis	: Students' Perception On Digital Media Used By English Lecturers In Teaching English At Tarbiyah And Teachers Training Faculty Of Uin Suska Riau

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

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5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
 Direktur

Prof. Dr. H. Ilyas Husti. MA
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NIM	: 21890120051
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VIII (Delapan) / 2021
Judul Tesis/Disertasi	: STUDENTS' PERCEPTION ON DIGITAL MEDIA USED BY ENGLISH LECTURERS IN TEACHING ENGLISH AT TARBIYAH AND TEACHERS TRAINING FACULTY OF UIN SUSKA

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Fakultas Tarbiyah dan Keguruan UIN SUSKA

Waktu Penelitian: 3 Bulan (27 Agustus 2021 s.d 27 November 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
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SURAT KETERANGAN

Pekanbaru, 25 November 2021

Assalamu'alaikum Warahmatullahi Wabarakatuh.

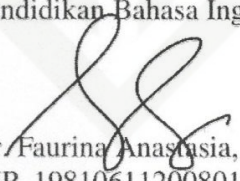
Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama : WIRDA APRIANI
 NIM : 21890120051
 Pendidikan : Magister S2 Pendidikan Agama Islam
 Judul Penelitian : Students' Perception on Digital Media Used by English Lecturers in Teaching English at English Department Program from Some Universities in Riau Province

Nama yang bersangkutan di atas di izinkan melakukan penelitian di Jurusan Pendidikan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan
 Pendidikan Bahasa Inggris


 Dr. Faurina Anastasia, M.Hum
 NIP. 198106112008012017

UIN SUSKA RIAU

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

UN SUSKA RIAU

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Wirda Apriani
ID Number : 21890120051
Date of Birth : April 23, 1992
Sex : Female
Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 55
Structure & Written Expressions : 52
Reading Comprehension : 54
Overall Score : 537

Expired Date : November 17, 2022



English Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
HP. 0852 7144 0823 Fax. (0761) 858832
Email : info@pusat-bahasa.info Website : pusat-bahasa.info



The Head of Language Development Center

Mahyudin Syukri, M. Ag

NIP. 19720421 200604 1 003

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مركز ترقية اللغة لجامعة سلطان قاسم الإسلامية الحكومية

Cipta Dilindungi Undang-Undang

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIE KASIM RIAU



UIN SUSKA RIAU



شهادة الكفاءة اللغوية

اعطيت الى

Wirda Apriani

21890120051 : دفتر القيد
Female : الجنس
April 23, 1992 : المولود

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 56
القواعد : 48
القرأة : 38
النتيجة : 473

November 17, 2022 : مستعملة حتى



Arabic Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP. 0852 7144 0823
Email : info@pusat-bahasa.info Website : pusat-bahasa.info



محى الدين شكرى الهاجى
رئيس مركز ترقية اللغة



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State Islamic University of Sultan Syarif Kasim Riau



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UIN SUSKA RIAU

KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA

WIRDA APRIANI

NIM

218901901200051

PROGRAM STUDI

PAI

KONSENTRASI

PBI

PEMBIMBING I / PROMOTOR

Dr. Nur Aisyah Zulfitri M.Pd

PEMBIMBING II / CO PROMOTOR

Dr. Bukhori, S. Pd. I. M. Pd

JUDUL TESIS/DISERTASI

STUDENTS' PERCEPTION ON

DIGITAL MEDIA USED BY ENGLISH
LECTURERS IN TEACHING ENGLISH
AT TARIKATAH AND TEACHERS
TRAINING FACULTY OF UIN
SUSKA RIAU

PASCASARJANA

UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU

KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Pembimbing / Promotor	Keterangan
1.		PROPOSAL		
2.		INSTRUMENT		
3.		DATA PRESENTATION		
4.		DATA ANALYSIS		
5.		PINDING		
6.		ACC UNTUK MUNDQBATI		

Catatan :
*Coret yang tidak perlu

Pekanbaru,20....

Pembimbing I / Promotor*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Pembimbing / Promotor	Keterangan
1.	1-2/20	PROPOSAL		
2.	15/20	INSTRUMENT		
3.	2/20	DATA PRESENTATION		
4.	8/20	DATA ANALYSIS		
5.	20/20	PINDING		
6.	24/20	ACC UNTUK MUNDQBATI		

Catatan :
*Coret yang tidak perlu






Pekanbaru, 20/08-2021

Pembimbing II / Co Promotor*

Dr. Bukhori, S.Pd, M.Pd.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : WIRDA APRIANI
NIM : 21890120051
PROGRAM : S2
PRODI : PAI
KONSENTRASI : Pend. Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Senin / 18 3 2019	The Effect of Using Round Table & Dicto glass Technique on Students' Writing Ability at Junior High School 1 Kampar Timur		Husnul Fitri a
2				
3				
4	Senin / 18 3 2019	The Correlation Between Learning Style & Self Efficiency on student speaking skill at SMK Perikanan Provinsi Riau		Elga Nov Amjani
5				
6				
7	Senin / 18 3 2019	The Effect of using / An Analysis of Readability level of Reading Material in Bahasa Inggris Textbook for first grade of Senior Highschool		Dian Eka
8				
9				
10	Senin / 18 3 2019	The Effect of using Infographic on students' Reading Interest and students Reading Comprehension at SMA/ 16 Pekanbaru		
11				
12				
13	Senin / 18 3 2019	Investigating Pragmatic Competence of Apology and Request: Case study at the sixth Semester of Institute Education South Tapanuli Padang Sidempuan		
14				
15				

Pekanbaru, 18 - 3 20...19
Direktur,

Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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CURRICULUM VITAE



I. Personal Identity

Name : Wirda Apriani
 Place, Date of Birth : Bangkinang, April 23rd 1992
 Gender : Female
 Address : JL, Saddam Husein, Muara Uwai, Bangkinang
 Religion : Islam
 Nationality : Indonesia
 Marital Status : Married
 Phone Number : 082288083721
 Email : wirda.apriani@gmail.com

II. Education Background

1. SD (Elementary School) : SDN 006 Bangkinang (1998-2004)
 2. SMP (Junior High School) : SMPN 1 Bangkinang (2004-2007)
 3. SMA (Senior High School) : SMAN 1 Bangkinang (2007-2010)
 4. Sarjana/S1 (Bachelor Degree) : UIN SUSKA Riau (2010-2014)
 5. PascaSarjana/S2 (Postgraduate) : UIN SUSKA RIAU (2018-2021)

III. Job Experience

1. Freelance Teacher at Gema English Course (2011-2012)
 2. PPL (Praktik Pengalaman Lapangan) at SMAN 1 Bangkinang (2013)
 3. Private Teacher of Islamic Senior Boarding School (2016-2018)

IV. Skills

Language : Indonesian and English
 Computer : Windows Operating System and Microsoft Office